


**TEACHER'S  
EDITION**

# SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with  
read<sup>1</sup>

**DECEMBER 10, 2012**

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**ISSUE  
DATE**
**SEPT 3**
**SEPT 24**
**OCT 22**
**NOV 12**
**DEC 10**
**JAN 14**
**FEB 11**
**MAR 11**
**APR 8**
**MAY 6**

## HOW WE SURVIVED A HURRICANE

This issue is one of my all-time favorites—and not only because it is chock-full of fabulous stories your students will love. This issue reflects the unwavering commitment and extraordinary heart of our team: We finished it in the midst of Hurricane Sandy.

As you may have noticed, natural disasters are a frequent subject in the pages of *Scope*. These narratives give us the chance to write about people with resilience, make important science connections, and pose big essential questions. But when Hurricane Sandy began its relentless assault on the Tri-State area last October, it was surreal (and terrifying) to find ourselves *living* in a *Scope* story. Some of us lost heat and electricity for days. Others were in evacuation zones. Our offices in lower Manhattan were without power for a week. (I think we all went over our text-message limits!) Yet this is nothing compared with what others are going through. At press time, there were more than 100 confirmed deaths. There are some people, especially in New Jersey and on Long Island, who continue to suffer, who lost their homes, their communities, their sense of security. We dedicate this issue to them.

Wishing each of you a safe and happy holiday season,

Kristin Lewis, Editor

KELewis@scholastic.com



Team *Scope* thrilled  
to be back at work!

## DON'T MISS THIS!

*A Christmas Carol* is back by popular demand! We've taken this gem from our archive and made it over with a fresh look, brand-new support material, and an awesome informational text about the life of Charles Dickens.

Perfect for the holidays! (And for meeting Common Core Standards, of course.)



## LOOKING FOR THE ANSWER KEY?

TURN TO PAGE T-3!



Find us online at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# SCOPE AT-A-GLANCE







































ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Gangnam Style”	Students practice the correct usage of <i>imply</i> and <i>infer</i> while reading about three dance crazes.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-9</b> “Disaster on the Mountain”	In this gripping survival story, two skiers are caught in a terrifying avalanche in Alaska. We’ve included an amazing full-page infographic (another nonfiction text type!) for a great lesson on key ideas and details.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> key ideas and details</li> <li>• Nonfiction text features</li> <li>• Acquiring new vocabulary</li> <li>• Making connections between a nonfiction article and an infographic</li> <li>• Persuasive writing</li> </ul>
<b>Readers Theater Play, pp. 10-15</b> <i>A Christmas Carol</i>	Just in time for the holidays! Our read-aloud adaptation of this heartwarming classic, paired with an informational text on Charles Dickens, makes an excellent text-evidence activity.	<ul style="list-style-type: none"> <li>• <b>Essential Question:</b> What makes a life fulfilling?</li> <li>• Text evidence</li> <li>• Central ideas</li> <li>• Making connections between fiction and nonfiction</li> </ul>
<b>Paired Texts, pp. 16-19</b> “Is the World Going to End in 2012?”	The ancient Maya calendar has led some doomsayers to say the end of the world is nigh. (We’re not worried.) We’ve paired an article on the truth behind the myth with a <i>New York Times</i> article dated January 1, 2000, the day Y2K predictions failed to come true.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> text evidence</li> <li>• Key ideas and supporting details</li> <li>• Making connections between two nonfiction articles</li> </ul>
<b>Debate/Essay Kit, pp. 20-21</b> “Did You Really Just Post That Photo?”	What kids post on social media sites today could harm their reputations years from now. Are kids doing enough to protect themselves? Students read arguments on both sides of the debate, then take a stand.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Identifying central ideas and details</li> </ul>
<b>Grammar/Editing, pp. 22-23</b> The Lazy Editor: “Is This Weird Doll Worth a Million Bucks?”	Students correct grammatical errors and revise sloppy writing in a nonfiction article about people who buy, sell, and generally obsess over old toys and other collectibles.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> <li>• Revision</li> </ul>
<b>Fiction, pp. 24-29</b> “The Choice” by Nan Marino	When Zander makes a surprising discovery in the pocket of the pants he got from a thrift store, he must make a difficult decision. Will he do the right thing? We pair this charming short story with an advice column.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> central ideas and details</li> <li>• Making connections between fiction and nonfiction</li> <li>• Literary elements and devices</li> </ul>
<b>You Write It, p. 32</b> “I Can Do Anything”	Students write a short article based on our interview with Lola Walter, a legally blind teen gymnast.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central idea and details</li> </ul>
<b>Whole Issue</b>	Students tackle a crossword puzzle that covers this entire issue.	<ul style="list-style-type: none"> <li>• Reading comprehension</li> </ul>

## MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES ( <a href="http://www.scholastic.com/scope">www.scholastic.com/scope</a> )		KEY STANDARDS*
<ul style="list-style-type: none"> <li> More practice with <i>imply</i> and <i>infer</i></li> </ul>		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> <li><b>Digital Lesson:</b> “An Avalanche of Warnings”</li> <li> Key ideas and details graphic organizer</li> <li> <b>Themed Vocabulary:</b> content-area vocab</li> <li> Analyzing infographics</li> <li> Multiple-choice and short-answer quiz</li> <li> Critical-thinking questions</li> <li> “Read, Think, Explain”: identifying nonfiction elements</li> <li> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R9, R10, W1, W4, W9, SL1, SL2, L3, L4, L5, L6 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> <li> “Lightening Burdens”: text evidence</li> <li> Multiple-choice and short-answer quiz</li> <li> Critical-thinking questions</li> <li> Literary elements and devices</li> <li> Vocabulary: definitions and practice</li> <li> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, W2, W4, W9, SL1, L4 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> <li> “The End(s) of the World”: text evidence</li> <li> Annotated version of newspaper article</li> <li> “Write About 12/21/12”: guided writing</li> <li> Multiple-choice and short-answer quiz</li> <li> Critical-thinking questions</li> <li> Vocabulary: definitions and practice</li> <li> Writing-contest entry form</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R7, R9, R10, W2, W4, W9, SL1, SL4, L1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> <li> Guided writing: the reflective essay</li> <li> D-I-Y vocabulary</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 4, 5, 6, 11, 12
<ul style="list-style-type: none"> <li> Comma use</li> <li> Using parentheses</li> <li> <i>It's</i> vs. <i>its</i></li> <li> Consistent verb tense</li> <li> Avoiding rambling/run-on sentences</li> </ul>		Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li> Multiple-choice and short-answer quiz</li> <li> Critical-thinking questions</li> <li> Literary elements and devices</li> <li> Vocabulary: definitions and practice</li> <li> Writing-contest entry form</li> <li>Links to additional online resources</li> </ul>		Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R8, R9, R10, W2, W4, W9, SL1, L1, L2, L3, L4 NCTE/IRA: 1, 2, 3, 4, 6, 11, 12
<ul style="list-style-type: none"> <li> Guide to “You Write It” activity</li> <li> Model text for “You Write It” activity</li> <li> Punctuating quotations</li> <li> Writing-contest entry form</li> </ul>		Common Core ELA Anchor Standards: R1, W5, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> <li> Reading-comprehension crossword puzzle</li> </ul>		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**.

# DISASTER ON THE MOUNTAIN



**A GRIPPING NARRATIVE  
WITH GREAT SCIENCE  
CONNECTIONS**



## KEY IDEAS AND DETAILS



**P**roject the No Swimming sign available at Scope Online. Ask: Why might someone ignore a warning sign like this? What are the possible consequences? Write students' ideas on the board.

Next, invite a student to read aloud the As You Read box on page 4. Have students read the article in small groups, pausing to discuss sections they find interesting.

Then project or distribute our critical-thinking questions. Give students five minutes to answer the first question in a well-organized paragraph. Ask three students to read their paragraphs aloud and invite the class to offer feedback on the organization and use of text

evidence. Students should then discuss questions 2-4 in small groups. Walk around the room and monitor discussions, encouraging students to find lines in the article that support their answers.

Return to the question of why people ignore warning signs. Project the image of an avalanche warning sign. Which of students' earlier ideas apply to the skiers in the article? According to the article, what are some additional reasons that skiers, etc., ignore warning signs? (*the "halo" effect, a false sense of security, having skied the area before with no problems, the desire for a thrill*)

Distribute our key ideas and details graphic organizer for

students to complete in groups or as homework. Finally, have students read the writing prompt on page 9. Briefly discuss persuasive techniques students can use (compelling anecdotes, statistics, appeals to the emotions) in their responses.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-5

#### KEY IDEAS AND DETAILS

#### GRAPHIC ORGANIZER:

Prepares students to answer the writing prompt

#### CONTEST ENTRY FORM





## An Avalanche of Warnings

Take this activity deeper with our digital lesson, “An Avalanche of Warnings.” Includes video, activity sheets, and more. Find it all at Scope Online.



writing activity.

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

- \* **1 Why are most deaths caused by avalanches preventable?** (interpreting text) Most avalanches are triggered when people step on an unstable slope. These disasters could be avoided if people paid attention to warning signs, such as accumulation of fresh snow, steep slopes, sudden shifts in weather, and high winds.
- \* **2 Why is the number of people killed in avalanches each year on the rise? What measures might reverse this trend?** (cause and effect) More resorts have opened backcountry areas to adventurers, and as more people venture into the backcountry, the number of deaths rises. Possible answers include that resorts could close off these areas, adventurers could take warnings more seriously, and laws could require lifesaving equipment and education.
- \* **3 What factors do Fredston and Fesler study to determine why and where avalanches occur? Why is their work important?** (text evidence) They study the composition of snow and the history of where avalanches have occurred in the past. Their work is important because they help others avoid catastrophe.
- \* **4 What aided Stroud’s rescue?** (text evidence) Stroud and Repetto’s beacons and other rescue equipment, along with Repetto’s knowledge, cool-headedness, and determination, allowed for Stroud’s unlikely survival.
- \* **5 Based on the graphs on page 9, what can you infer might be the effect on recreationists of using avalanche air bags? Do you think Fredston would agree?** (inference) Since 99 percent of avalanche deaths are due to trauma or suffocation, you can infer that air bags could reduce the number of deaths. Fredston might warn that this equipment gives people a false sense of security.

\*supports featured skill

## ACTIVITY SHEETS

### THEMED VOCABULARY:

students explore content-area words; includes a short-story writing activity

### UNDERSTANDING

**INFOGRAPHICS:** a self-guided activity on reading and analyzing the visuals on page 9

### “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.

## WRITING PROMPT

What do you think Repetto and Stroud will consider the next time they ski in the backcountry? How could the lessons they learned from their experience with the avalanche apply in other potentially dangerous situations?



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# A CHRISTMAS CAROL



**A BELOVED  
HOLIDAY  
CLASSIC GETS  
THE *SCOPE*  
TREATMENT**



**B**ack by popular demand! Last year, we sent this gem from our archive as a freebie holiday treat in our e-letter. A great number of you wrote to us saying how much you loved it—and how much you wished we had offered support materials.

Well you asked, and we listened!

Not only have we made over this holiday classic with a fresh look and a great pairing, but we've also created all the support materials you need for a fantastic lesson that will build your students' skills using text evidence, identifying central ideas, and making connections between fiction and nonfiction. Find it all at Scope Online.



## WHAT MAKES A LIFE FULFILLING?

**B**egin by writing the essential question on the board. Ask students to volunteer a few ideas. Then tell students they are going to read a play that addresses this question.

Invite a student to read aloud the As You Read box on page 11. Highlight the word *fulfilling* and elicit definitions from students. (It means *satisfying* or *meeting potential*.) Hold a brief discussion for students to share their thoughts.

Assign parts and perform the play aloud. The colorful characters give students a great opportunity to practice their dramatic skills! When they are finished, project or distribute the Critical-Thinking

Questions. Have students respond to questions 1-4 in small groups. Then each group should read the author profile on page 15 and respond to question 5.

Bring students back into a whole-class discussion of this question: How does the play reflect conditions and beliefs of people in Dickens's England? (*Scrooge created miserable working conditions for his employee, Bob Cratchit. Scrooge's attitude reflects the lack of sympathy for the poor that was common. No programs exist to help Tiny Tim; the Cratchits are at Scrooge's mercy.*)

Draw students' attention to the writing prompt on page 15. Make sure they understand the word

*burdens* (problems that weigh you down). Distribute the activity sheet "Lightening Burdens" and have students complete it individually before responding to the writing prompt. Finally, ask: How would Charles Dickens respond to the essential question? How do you?

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-7

#### LIGHTENING BURDENS:

Students find text evidence to support a quote

#### CONTEST ENTRY FORM



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 Scrooge's initial view on what is important in life? How does his view contrast with that of Fred or Bob Cratchit?**

(character/compare and contrast) Amassing the most money possible is all that is important to Scrooge. He won't let Cratchit put more coal on the fire because "coal costs money." He says Fred has no reason to be merry since he's not wealthy. He considers Christmas celebrations a waste of money. Fred and Cratchit both see other reasons to be happy. Fred says, "Many things do us good without making us rich." Cratchit is poor and has a sickly child but has a happy demeanor and agrees with Fred.

**2 What do Marley's chains symbolize? What is his purpose for visiting Scrooge?** (symbolism) His chains symbolize his greed and unkindness, which will forever be a weight he must carry. They also represent his enslavement: He is enslaved to his greed. He visits Scrooge to warn him to change his ways while he still can.

\* **3 What does Ghost 1 show Scrooge? What does this tell about the choices Scrooge has made? What can you infer about how his choices changed him?** (inference) Ghost 1 reveals that at one point Scrooge cared about more than just money; he loved a young woman named Belle. But Scrooge chose to pursue money over love; in doing so, he lost his ability to place value on anything other than money.

**4 What is similar about what Ghosts 2 and 3 show Scrooge? How does what they show Scrooge affect him?** (cause and effect) They both allow Scrooge to see himself as others see him. He realizes that he is greedy and hateful, and that his money has done him no good, but it could help save Tiny Tim.

\* **5 How did Charles Dickens's writing about the poor and vulnerable members of society help them?** (central idea)

The public generally didn't have sympathy for the plight of the poor, but Charles Dickens's stories stirred people's hearts and made them see things differently. Dickens's wealthy readers called for reforms.

\*supports featured skill

## 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.

## EXPLORING OTHER VERSIONS

Have students read the original version of "A Christmas Carol" by Charles Dickens (get the link at Scope Online) or view one of the many movie adaptations of the story. How is it similar to and different from our play? Make sure students consider plot and character development as well as tone and mood in their answers.



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# IS THE WORLD GOING TO END IN 2012?



## A (TOTALLY NON-SCARY) LOOK AT DOOMSDAY PREDICTIONS

**C**all us crazy, but we're not too worried about the world coming to an end on December 21. Perhaps it's because we've seen more than one wacky prediction of the end of the world come and go. Plus, experts agree that the whole "Maya 2012" business is based on a total misunderstanding. Anyway, we're not worried, but it's possible that the hoo-ha could make some of your students just a little nervous. So we present this article, which explains where the doomsday rumors come from and why they are not true, and takes a look at our relationship with doomsday predictions in general. It's also a great entry point to learning about ancient Maya culture. We've paired it with a newspaper article published on January 1, 2000, the day the world did not—what do you know—erupt into mass chaos after all.



## TEXT EVIDENCE

**B**egin by reviewing the definition of *cataclysm* and its adjective form, *cataclysmic*. (A cataclysm is a large-scale and violent natural event, such as a flood or an earthquake, or a sudden, violent social or political change.) Ask students to briefly summarize any books they've read or movies they've seen about life before, during, or after a cataclysmic event.

Divide students into groups to read "Is the World Going to End in 2012?" When they've finished, give them a few minutes to share their responses to the piece. Then project the Critical-Thinking Questions and ask groups to answer questions 1–3.

As students continue to work in their groups, ask them to read the *New York Times* article "Computers Prevail in First Hours of '00" and to answer questions 4 and 5. Then have groups complete the activity sheet "The End(s) of the World," which asks them to analyze the doomsday predictions in both articles.

Next, project the annotated guide to the Y2K article. As a class, read and briefly discuss the annotations about the headline, lead, overall structure, and tone. Instruct students to use the Y2K article as a model for writing their own newspaper articles, as directed in the writing prompt on page

19. Students who require extra scaffolding can use our guided-writing activity to help them organize their articles.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

#### CRITICAL-THINKING

**QUESTIONS:** See page T-9

**ANNOTATED VERSION OF  
"COMPUTERS PREVAIL"**

**WRITE ABOUT 12/21/12:** A guided-writing activity to help students craft their response to the writing prompt on page 19

**CONTEST ENTRY FORM**





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 Why do some people think the world will end this winter?** (text evidence) The Maya Long Count calendar ends on December 21, 2012. This is both the winter solstice and, some say, the day that the sun aligns with the equator of the Milky Way for the first time in 26,000 years. Some people interpret these facts to be signs of a coming disaster.

\* **2 According to the article, why is the end of the world a topic of interest or concern to many people? Is it reasonable to be concerned about the end of the world?** (text evidence/forming an opinion) Some people long for the end of life as we know it and fantasize about humanity getting a fresh start. Others fear the end of the world because disasters have wiped out cultures in the past. Opinions will vary.

**3 According to the author, how likely is it that the December 21 doomsday prediction will come true? What can you infer about the author's opinion of doomsday predictions in general? Support your answers with text evidence.** (tone) According to the author, it is not at all likely that the prediction will come true. She writes, "So it seems pretty clear that the world is not ending this winter." The author seems dismissive of doomsday predictions; she follows information about the panic surrounding Y2K with the glib statement "And then, the century turned over without a hitch." At the end of the article, she lightly notes that the world will end in about 6 billion years.

\* **4 According to "Computers Prevail in First Hours of '00," were Y2K predictions realistic?** (text evidence) The writer says that most analysts consider the worst predictions to have been overblown. There was, however, a real threat of many smaller problems occurring, though most of these were prevented.

**5 Compare the tone of the two articles.** (comparing texts/tone) The tone of "Is the World Going to End in 2012?" is somewhat glib, and the writer is dismissive of doomsday predictions. That article is also reassuring; the writer tells the reader that there is nothing to worry about. "Computers Prevail" has a more neutral, purely informational tone.

\*supports featured skill

## ACTIVITY SHEETS

### WORDS AND DEFINITIONS:

Print or project vocab words 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/digital versions.



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

## ARTICLE HUNT

Once December 21, 2012, has passed, ask students to search for any newspaper articles that were published about the failure of the doomsday prediction to come true. Each student should write a short summary comparing the newspaper article he or she wrote with an actual newspaper article.



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).

# THE CHOICE



AS THIS STORY MAKES CLEAR,  
IT'S NOT ALWAYS EASY TO DO  
THE RIGHT THING



## CENTRAL IDEAS AND DETAILS

**T**he Choice” and the advice column with which we pair it offer a great opportunity for students to evaluate how people make ethical decisions. Introduce the topic by having students work in small groups to brainstorm a list of the kinds of decisions they find difficult (for example, deciding between two things they like). Ask groups to share some of their ideas with the class; write these ideas on the board. Then ask students to identify which of the decisions they’ve listed have to do with determining right and wrong. Ask students what guides them when they have to make such a decision. Then direct students to read the As You Read box on page 25.

When students finish reading, ask them to discuss, in their groups, how Zander decided what to do with the ring. What finally persuaded him to return it? (*the sign in the store window*) What did he consider when making his decision? (*who lost the ring and how that person might feel; the benefits—to himself—of keeping the ring*)

Next, have students read the advice column “To Tell or Not to Tell” in their groups. Ask each group to identify the three steps Chuck Klosterman advises Josh to take. (*talk to his friend; advise his friend that his, Josh’s, opinion of his friend will be affected if his friend continues to cheat; accept that his friend has questionable*

**O**ur team fell in love with “The Choice” instantly. Thanks to the relatable protagonist, the witty dialogue, and, most of all, the compelling moral quandary at the story’s center, whether to include it in *Scope* was hardly a “choice” at all. As we worked on the story—choosing the art, crafting the annotations, and building a lesson plan—we found ourselves falling again and again into discussions of Zander’s dilemma. (What made his choice so difficult? What would we have done? Could we be friends with someone who is dishonest?) We just love the realistic way the story portrays the complex thought process of a good person struggling to do what’s right—and we know that you and your students will love it too.



*principles*) Students should also discuss whether they agree with Klosterman’s advice.

Project or distribute the Critical-Thinking Questions, and have students respond to them in their groups. Finally, direct students to use their answers to these questions, as well as what they discussed in their groups, to help them respond to the writing prompt on page 29.

### ACTIVITY SHEETS FOR THE FEATURED SKILL

**CRITICAL-THINKING  
QUESTIONS:** See page T-11  
**CONTEST ENTRY FORM**



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 Why doesn't Z tell anyone about the ring when he first finds it? What does his initial secrecy imply?** (inference) He doesn't

tell anyone because he isn't sure what he is going to do with the ring. His secrecy suggests that at least part of him knows he should try to return the ring to its owner, but that he is thinking of keeping it; otherwise, he would have told his mom and friends about it right away.

**2 With whose advice do you think Z agrees more, Xavier's or Yuri's? Explain.** (text evidence) Yuri advises Z to return the ring because it belongs to someone else. Z seems to recognize that this is the right thing to do. When Yuri points out that Z is hiding the ring from his mom—as a way of telling Z to listen to his conscience—Z says, "I hate it when he's right."

\* **3 What tempts Z to keep the ring for himself, even though he seems to recognize that he should return it?** (character's motivation) He is tempted by the items he dreams of buying with the money he thinks he could get for the ring. He might also be somewhat influenced by Xavier, who urges Z to keep the ring. Plus, details suggest that Z and his mother have recently come on hard times and could really use the money.

**4 What does Chuck Klosterman mean when he says "I'm going to respond within the parameters you've created for yourself"? Do you think Klosterman is right to take this approach?** (interpreting text/forming an opinion) The parameters are the guidelines Josh has set up: He will not tell on his friend. Some students may say that Klosterman is right to respect Josh's decision to be loyal to his friend. Others may argue that the parameters are flawed and that Klosterman should urge Josh to turn in his friend.

\* **5 How is Z's decision to return the ring similar to the actions Klosterman urges Josh to take?** (compare and contrast) Both are based on consideration of how one's actions affect others. Also, Z makes his decision based on what he believes, not what his friends tell him; Klosterman tells Josh he must define his own principles regardless of what his friends do.

\*supports featured skill

## 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.

## DISCUSSION

Present students with the following questions to discuss in small groups or as a class: What does Weird Counter Guy mean when he tells Z "You are a Returner"? Was it worth it for Z to go through the process of making an agonizing decision to learn this about himself? Explain. Is it appropriate for Weird Counter Guy to use customers in his human-behavior experiments? Why or why not?



Find all activity sheets and other support materials at [www.scholastic.com/scope](http://www.scholastic.com/scope).



## TEACHERS' LOUNGE

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

Many *Scope* articles pair beautifully with the novels you are teaching! Check out the suggestions at right from two of our advisers.

—The Editors

On the page 28 annotation in "The Choice":

Great point made about breaking the rules by using sentence fragments. This is "voice." I can tie this in very nicely with *The House on Mango Street* by Sandra Cisneros. —Kevin Sandorf, grades 8-9 English teacher and *Scope* adviser from Indianapolis, IN

On "Disaster on the Mountain":

The nonfiction text features add so much information—CCSS all the way! I can pair this article with *Zlateh the Goat* (1966) by Isaac Bashevis Singer, a fictional snowstorm survival story and Caldecott Award winner. —Mary Blow, grade 6 English teacher and *Scope* adviser from Lowville, NY

Do you have a tip about using *Scope*, or something else to post in the lounge? E-mail [JDignan@scholastic.com](mailto:JDignan@scholastic.com).

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Spotlight on . . .

# Scope Skills and Graphic Organizers Library

With each issue of *Scope*, we bring you a set of activity sheets designed specifically to support the content of that issue. But did you know that we also have a set of more basic activity sheets available, which you can use with any *Scope* article? And how about our collection of super-useful handouts, which your students can turn to again and again? Here's what we offer:

### Activity Sheets:

- cause-and-effect graphic organizer
- plot-structure pyramid
- problem-and-solution chart
- guide to summarizing
- D-I-Y vocabulary template

### Handouts:

- glossary of nonfiction terms
- glossary of literary terms
- how to use transitions
- argument-essay checklist

You can find all of the above by clicking on the **Skills Library** link at the bottom of *Scope*'s home page. Go to [www.scholastic.com/scope](http://www.scholastic.com/scope).

**SCHOLASTIC SCOPE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**What's the Problem?**

It's raining outside, so you decide to turn on the television. This is an example of a problem and solution relationship. When you're reading stories or articles, understanding problems and solutions is important. This activity will help you improve this skill.

**Directions:** Fill in the columns on the left with the main problems faced by people in the article or story. On the right, explain how they solved or attempted to solve their problems.

PROBLEM	SOLUTION
→	
→	
→	

**SCHOLASTIC SCOPE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Cause and Effect**

You have a stomachache. What was the cause of the stomachache? You ate too much pasta. What was the result of the stomachache? You missed a basketball game. This is an example of a "cause-and-effect" relationship. When you're reading stories or articles, understanding causes and effects is important. This activity will help you improve this skill.

**Directions:** Pick two events from the story and fill in the boxes below.

1. What Happened? (Write an important event from the story.)	Effect(s) (Did you know? What happened as a result of this event? There may be more than one effect.)
2. What CAUSED it to happen? (Ask yourself: Why did it happen?)	

**SCHOLASTIC SCOPE** Name: \_\_\_\_\_ Date: \_\_\_\_\_

**DIY Vocabulary**

It's time to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

**Directions:** First, in the space provided, write the name of the article or story you are working on. Then find three or more words in that article or story that are new to you or about which you are not sure. Write each word in one of the gray side. Refer to the page number where it appears. Then write what you think the word means. Label an context clue. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:	Word	Context Clue	Dictionary Definition	Sentence