



SCHOLASTIC SCOPE®

THE LANGUAGE ARTS MAGAZINE

with
read¹

APRIL 2014

A SUPPLEMENT TO SCHOLASTIC SCOPE

ISSUE
DATE

SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY
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YOU ASKED. WE LISTENED. STUDENT ACCESS ON THE WAY!

As you know, everything good about *Scope* has resulted from input from you, our beloved teachers. When we hear that you need something, we want to make it for you. In our zeal to create a beautiful new website with password protection, we did not understand how important it is for your students to be able to explore *Scope*'s materials on their own. You let us know, and we have been working round the clock to make this possible!

Here's what's happening:

- Beginning in early March, *Scope* Online will have a student view.
- You will be able to create a class password that your students can use from home or the computer lab.
- Our articles, activities, and videos will be organized on a special page just for your students.

Scope customers are famous throughout Scholastic for their passion about this product. We truly appreciate all the input from those of you who called and wrote to us. Your feedback has guided us to create something that will be truly spectacular.

If you have any questions, please do not hesitate to write to me. And say hello to your students for me!



Kristin Lewis
Executive Editor
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DON'T MISS THIS!

Nonfiction Video: We love this issue's fascinating nonfiction feature about the 12-year-old girl whose fossil discovery helped change our understanding of the world. Our not-to-be-missed video featuring a modern-day paleontologist is the perfect pairing!



ATTENTION!

Registration is now required for access to *Scope* Online.
www.scholastic.com/scope
You can find the access code here on your printed Teacher's Guide.

Questions? Need help?

Please e-mail Customer Service at: maggiecl@scholastic.com
or call 1-800-SCHOLASTIC (1-800-724-6527).

YOUR APRIL ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Saves Lives”	Students practice the correct usage of <i>adverse</i> and <i>averse</i> while reading about how three celebrities saved lives.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-9 “The Girl Who Discovered the Dinosaurs”	This is the fascinating story of how a 12-year-old girl's fossil discovery led to the birth of modern paleontology. The article is paired with a newspaper report about the controversy surrounding private fossil collections. Together these texts reveal why studying fossils is as important today as ever.	<ul style="list-style-type: none"> • Featured Skills: Central ideas; inference; argument writing • Author's craft • Text evidence • Author's point of view
Informational Text and Drama, pp. 10-16 “The Horror of Nazi Germany” and <i>The Book Thief</i>	Our play, adapted from the acclaimed movie based on the bestselling novel by Markus Zusak, tells the riveting story of a German girl who takes comfort in books during the terrors of World War II. We introduce the play with a short informational text about Nazi Germany.	<ul style="list-style-type: none"> • Featured Skill: Theme • Inference • Supporting evidence • Interpreting text • Symbolism • Plot
Paired Texts, pp. 17-19 “I Use a Robot to Go to School” and “What Causes Allergies?”	Lauren Robinson is just like any other student except for one thing: She doesn't actually go to school. Lauren's severe food allergy makes attending school so dangerous that she sends a robot in her place. A narrative-nonfiction article about Lauren is paired with an informational text on the science of allergies.	<ul style="list-style-type: none"> • Featured Skill: Author's purpose and craft • Structure • Mood • Inference • Word choice • Compare/contrast
Debate/Essay Kit, pp. 20-21 “Plastic Bags: Convenient and Cruel”	Environmental experts have sounded the alarm about plastic bags. Some cities have already banned them. Should they be banned everywhere? Students read arguments on both sides of the debate and take a stand. Great for Earth Day!	<ul style="list-style-type: none"> • Supporting an argument • Identifying central ideas and supporting details
The Lazy Editor, pp. 22-23 “Should We Get Rid of Pennies?”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the debate over eliminating our one-cent coin.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 24 “Why Pet Rats Rock”	Students use our eye-catching infographic to explain why rats make great pets.	<ul style="list-style-type: none"> • Summarizing • Central idea and details
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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ONLINE RESOURCES (www.scholastic.com/scope)		KEY STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>adverse</i> and <i>averse</i> 		Common Core ELA Anchor Standards: R4, L1, L2 NCTE/IRA: 1, 3, 6
<ul style="list-style-type: none"> • Video: Beyond the Story: Into the World of a Paleontologist • Audio: Hear the article read aloud • PW Where Do Dinosaur Fossils Belong? • PW Video-Discussion Questions • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions and Practice • IW PW Quiz • PW Read, Think, Explain: Nonfiction Elements (two levels) • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W1, W4, W9, SL1, SL2, L3, L4, L6 NCTE/IRA: 1, 3, 5, 6, 8, 11, 12
<ul style="list-style-type: none"> • PW Exploring Theme (two versions) • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions and Practice • IW PW Quiz • PW Identifying Literary Elements and Devices 	Bonus! From the <i>Scope</i> archive: <ul style="list-style-type: none"> • “The Boys Who Fought the Nazis” (narrative nonfiction) • “Behind the Scenes” (video) • Discussion Questions • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R9, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 2, 3, 6, 11, 12
<ul style="list-style-type: none"> • Video: “I Use a Robot to Go to School” • PW Author’s Craft • PW Close-Reading & Critical-Thinking Questions • PW Video-Discussion Questions 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions and Practice • IW PW Quiz • PW Contest Entry Form 	Common Core ELA Anchor Standards: R1, R2, R3, R4, R5, R6, R7, R9, R10, W2, W4, W9, SL1, L3, L4, L6 NCTE/IRA: 1, 3, 6, 8, 11, 12
<ul style="list-style-type: none"> • PW Guided Writing: The Argument Essay • PW Themed Vocabulary: Words associated with the environment 		Common Core ELA Anchor Standards: R1, R2, R4, R5, R6, R8, W1, W4, W5, W9, SL1, L1 NCTE/IRA: 1, 2, 3, 5, 6, 11, 12
<ul style="list-style-type: none"> • PW Subject-Verb Agreement • PW Parentheses 	<ul style="list-style-type: none"> • PW Careful Word Choice • PW Colons 	Common Core ELA Anchor Standards: R1, W5, L1, L2 NCTE/IRA: 1, 2, 3, 6
<ul style="list-style-type: none"> • PW Guide to “You Write It” Activity • PW Model Text for “You Write It” Activity 	<ul style="list-style-type: none"> • PW Contest Entry Form 	Common Core ELA Anchor Standards: R2, R7, W1, W4, SL2, L1, L2 NCTE/IRA: 1, 3, 4, 5, 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.

THE GIRL WHO DISCOVERED THE DINOSAURS

This fascinating article tells the story of a 12-year-old girl who discovered a fossil in 1811 that led to the birth of paleontology. We pair it with a short article about the problem of private fossil collections today.

Teaching Objectives: to identify central ideas in the text; to write a persuasive letter

Featured Skills: central ideas, inference, argument writing

Other Key Skills: author's craft, text evidence, author's point of view



Step-by-Step Lesson Plan

Preparing to Read

1 Preview text features and vocabulary. (3 minutes) Give students a minute to preview the photos, captions, and subheadings. Read the As You Read box on page 4, then draw attention to the article on page 9. What connection do students see between the As You Read question and the headline? Next, project our **Vocabulary** word list. Have volunteers read aloud the words, definitions, and example sentences. (We recommend using the review activity as homework.)

Reading and Discussing

2 Read "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale." (20 minutes) Have students read both texts independently, underlining any ideas they find interesting or surprising.

3 Discuss the close-reading questions. (15 minutes) Have students discuss the articles in small groups, sharing the ideas they underlined

during their independent read. Walk around the room to monitor and guide discussions. Next, have students answer the **Close-Reading Questions** below. *These questions (without answers) are also available online as a pdf to print or project.*

CLOSE-READING QUESTIONS

- ▶ **What question does the first line of the article raise in the reader's mind? Where in the article does the author answer this question, and what is the answer?** (author's craft) *The line raises the question: What was the discovery that shocked the world? The author answers this question at the end of the section, when she explains that Mary Anning discovered the fossil of a previously unknown marine reptile that lived perhaps 200 million years ago.*
- ▶ **Reread the section "A Dazzling World." What notions existed in 1811 that were challenged by Mary's discovery?** (text evidence) *Mary's discovery would eventually challenge scientists' beliefs that the world was about 6,000 years old and that animals could not become extinct.*

► **How did fossils affect people's view of the world before scientists understood what fossils were?**

What might this suggest about human nature?

(text evidence/inference) *The monsters of ancient myth were likely based on fossils. Until the 19th century, many people believed that fossils were the remains of animals that lived in "far-off corners of the world." They did not know that animals could become extinct. Students might say that the conclusions people once drew about fossils show that our understanding of the world is always changing. Or, students might say that humans seek to explain the world around them, using the information they have at the time.*

► **Why was the fossil Mary Anning found so important to science?** (central idea) *For many, her fossil, which didn't resemble any living animal, proved that animals can become extinct. It helped spark the field of paleontology.*

► **"Dinosaurs for Sale" explains that scientists may never get to study many fossils because of private collectors. What is the author's opinion of this? How do you know?** (author's point of view) *The author seems to disapprove of this situation. She explains that the Dueling Dinosaurs "had the potential to provide important new information," and says that the secrets they might reveal are "locked away."*

4 Discuss the critical-thinking questions.

(15 minutes) Discuss the following questions as a class. These questions (without answers) are also available online as a pdf to print or project.

CRITICAL-THINKING QUESTIONS

► **Why is it important for scientists to keep studying fossils today? Use details from the text in your answer.** *Fossils hold the key to understanding what Earth was like many millions of years ago. So far, scientists have identified only a tiny fraction of prehistoric animals.*

Complexity Factors

See how these texts will challenge your students.

PURPOSE: The explicit purpose of the main article is to explain the history of paleontology and to tell the story of a 19th-century girl who made an important discovery. The implicit purpose is to demonstrate how discoveries shape our understanding of our world. The newspaper article has a clear purpose to show how private fossil collections hamper scientific study.

STRUCTURE: Nonlinear; the text includes narrative and informational sections. The newspaper article is nonlinear reporting.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Contains challenging dinosaur names and other domain vocabulary related to paleontology.

KNOWLEDGE DEMANDS: Some prior knowledge of dinosaurs, geology, natural history, and social structures of the 19th century will aid comprehension.

LEXILE: 1110L (both texts combined)

► **Why didn't Mary get credit for her contributions to science? Do you think there is a way to make up for this injustice? How?** *She didn't get credit because at that time, women were barred from colleges and most professions. Answers will vary, but students might suggest that telling Mary's story in books and magazines as well as giving her credit in museums could partially make up for the injustice.*

► **Why do you think scientists and the public want to learn about the prehistoric world?** *Answers will vary. Students may say that the more we know about the prehistoric world, the more we can understand our current world. Studying the prehistoric world can reveal important truths, like the fact that animals can become extinct. Also, studying creatures very different from those of today is simply fascinating.*



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

Video “Text” Pairing

5 Watch and discuss the video “Beyond the Story: Into the World of a Paleontologist.”

(10 minutes) Our fascinating video takes students on a tour of the Peabody Museum at Yale University with paleontologist Dr. Susan Butts. Distribute our **Video-Discussion Questions** for students to preview, then show the video. After viewing, students should respond to the discussion questions in small groups. They will integrate information they read in the article with information from the video.

Featured-Skill Activity

6 Identify supporting evidence. (15 minutes)

Distribute our **Where Do Dinosaurs Fossils Belong?** graphic organizer, which guides students to make inferences and pull relevant details from the feature article, the pairing, and video in preparation for the writing prompt on page 9. We recommend that students work on this activity in small groups.

Differentiated Performance Tasks

7 You will find a writing prompt on page 9. Below are alternate tasks for lower- and higher-level students.

Lower-level: Write two paragraphs explaining how our understanding of fossils changed after Mary Anning’s discovery.

Higher-level: Imagine that Mary Anning has traveled through time to 2014 to give a speech at a museum. Write her speech, in which she should discuss her discovery and how it changed people’s understanding of the world. She should also explain why it is important that new fossil finds be available to scientists. Students should draw on information from “The Girl Who Discovered the Dinosaurs” and “Dinosaurs for Sale” as well as the video.

ESSENTIAL QUESTIONS

- How do scientific discoveries shape our understanding of the world?
- How should we honor people from the past whose accomplishments have been overlooked?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Texts that explore creatures of the prehistoric world:

- *Dinosaur Tales*, a collection of short dino-related stories by Ray Bradbury
- *The Lost World* by Arthur Conan Doyle
- *Jurassic Park* by Michael Crichton

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

VIDEO: Into the World of a Paleontologist

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Where Do Dinosaur Fossils Belong?*
- Video-Discussion Questions*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz (modeled on PARCC, Smarter Balance, and state assessments)
- Read, Think, Explain: Identifying Nonfiction Elements (two levels available)
- Contest Entry Form

*Supports the lesson plan

scholastic.com/scope

THE BOOK THIEF

This issue's play is an adaptation of the acclaimed movie *The Book Thief*. It is based on Markus Zusak's beloved novel about an adolescent girl in Nazi Germany. This haunting and powerful story sheds light on a dark period of history. We hope that after performing our play, your students will be inspired to reach for this beautiful book.

Teaching Objectives: to understand Nazi Germany and the Holocaust through the experience of a fictional girl; to explore theme across several texts

Featured Skill: theme

Other Key Skills: inference, supporting evidence, interpreting text, symbolism, plot



Step-by-Step Lesson Plan

Reading the Informational Text

1 Introduce the topic. (5 minutes)

This is a complex story exploring a very tough topic. Before you start reading, get a sense of what students already know. Write *Holocaust* on the board. Spend a few minutes in an open class discussion. Then have students study the photograph and read the caption on page 10. Invite students to share their reactions.

2 Preview vocabulary. (5 minutes)

Distribute our **Vocabulary** word list and definitions for students to use as a reference while they read.

3 Read and discuss. (15 minutes)

Read "The Horror of Nazi Germany" aloud as a class, then discuss the **Close-Reading Questions**. *These questions (without answers) are online to print or project.*

CLOSE-READING QUESTIONS

- The author writes that Hitler and the Nazis ruled with "total control." What details in the text demonstrate that control? (supporting evidence)
Details include: Those who spoke out against the

Nazis were arrested and killed; laws were passed that stripped Jewish people of their rights; a "ruthless" police force was created; and millions of Jewish people were "systematically" murdered.

- To **dehumanize** means to treat someone as if he or she is not a human being. What detail in the text tells you Hitler dehumanized Jewish people? Why might he have done this? (supporting evidence)
Hitler called Jewish people "vermin," comparing them to rats, insects, etc., that we find disgusting and hard to control. Hitler may have dehumanized Jewish people to justify violence against them.

Performing and Discussing the Play

4 Read the play aloud. (25 minutes)

Have a volunteer read aloud the As You Read box on page 13. Then assign parts and read the play aloud.

5 Discuss the play. (20 minutes)

Have students discuss the **Close-Reading Questions** in groups. Then discuss the **Critical-Thinking Questions** as a class. *These questions (without answers) are online to print or project.*

CLOSE-READING QUESTIONS

- **Reread Scene 1. What important information about Rosa and Hans is revealed?** (plot) *Rosa and Hans do not support the Nazis, but they understand that it's important not to arouse suspicion. To fit in with their neighbors, Rosa and Hans hang the Nazi flag and go to a pro-Nazi parade even though Hans hates "everything the Nazis stand for."*
- **Reread the first line of Scene 2. What clue tells you where the book came from? What can you infer about Liesel from the way she holds the book?** (inference) *That the book is "charred" tells the reader that Liesel rescued it from the bonfire. That Liesel holds the book like a "precious jewel" suggests that she loves and treasures books.*
- **What does *Mein Kampf* represent over the course of the play?** (symbolism) *Mein Kampf is Hitler's manifesto, and as such it represents everything horrifying about Hitler and the Nazis. It also represents Germans' loyalty to the Nazi Party; many people carried a copy of it to demonstrate their devotion. It represents life too: Max carries a copy to protect himself. Finally, it represents transformation: Max takes something hateful and turns it into something beautiful when he paints the pages white and gives it to Liesel, who pours her story onto its pages, literally replacing Hitler's words with her own.*
- **On page 16, Liesel grabs her journal out of the rubble, "clutching it closely." Why was her journal so important to her in this moment?** (inference) *The journal is precious to her because it was a gift from Max, and also because it connects her to the people she has lost—surely she wrote about her loved ones in its pages. What's more, Liesel likely survived the bombing because she was in the basement writing; her journal may have literally saved her life.*
- **Reread the epilogue. What do you think Death means by "... there were no more words. Only peace"?** (interpreting text) *Perhaps Death means that because Liesel's life was so full of both beauty and brutality, and because she had written so much over the years, the most comforting thing for Liesel in death was not more words, but silence.*

Complexity Factors

See how these texts will challenge your students.

LEVELS OF MEANING/PURPOSE: The informational text has a clear purpose: to inform the reader about Nazi Germany. The play has multiple levels of meaning. It tells the story of one girl in Nazi Germany. It is also about the power of words.

STRUCTURE: The play is linear but includes large leaps forward in time. There are several characters who comment on the plot: narrators, a historian, and Death. The informational text's structure is linear.

LANGUAGE CONVENTIONALITY AND CLARITY:

► **Vocabulary:** Higher academic vocabulary (e.g., *scapegoat*, *haggard*); German names, words, and phrases (e.g., *Mein Kampf*, *Herr Hermann*)

KNOWLEDGE DEMANDS: The play is set in a time and place (Germany during World War II) that may be unfamiliar to students.

LEXILE: 950L (informational text)

CRITICAL-THINKING QUESTIONS

- **The Hubermanns are not Jewish, but their lives are profoundly affected by the Nazis. How?** *Though Rosa and Hans do not agree with Nazi ideology, to survive, they must act as though they do. Also, the Hubermanns risk their safety to hide Max. In addition, because Hans has refused to join the Nazi Party, and because he stands up for a Jewish stranger in the street, the whole family is viewed with mistrust.*
- **What do books represent to Liesel? What do books represent to the Nazis?** *To Liesel, books represent freedom and imagination. She is devastated by the book burning she witnesses and takes a great risk to rescue a book. Liesel is also awestruck by Ilsa's library and visits often. And when Max falls ill, Liesel vows to read to him every day until he is better. She believes that books have the power to heal. The Nazis also understand the power of books. That is why they destroy books that do not agree with Nazi values, and why they encourage people to read *Mein Kampf*.*

Narrative Nonfiction

6 **OPTIONAL: Read and discuss.** (one class period) At Scope Online, you will find a free downloadable pdf of “**The Boys Who Fought the Nazis**” from the Scope archive. You will also find a **Behind the Scenes video** and a packet of **Discussion Questions**. The big ideas of the “The Boys Who Fought the Nazis” connect to *The Book Thief* in a powerful way. We recommend you watch the video as a class, then break students into small groups to read the article and discuss the questions in the packet.

Featured-Skill Activity

7 **Explore theme.** (15 minutes) Have students complete the activity sheet **Exploring Theme** in small groups. Two versions are available: One draws only on the play and the informational text, the other also includes questions about “The Boys Who Fought the Nazis.”

Differentiated Performance Tasks

8 You will find a writing prompt on page 16. Here are alternate tasks for lower- and higher-level students:

Lower-level: How did reading affect Liesel’s life? Answer in two paragraphs. Use text evidence.

Higher-level: How were words used for good as well as for evil in Nazi Germany? Answer this question in two to three paragraphs, drawing on details from *The Book Thief*.

Culminating Essay

9 **OPTIONAL: Synthesize information from multiple texts.** (15 minutes) If you included “The Boys Who Fought the Nazis” in this lesson, have students respond to the following prompt: How were words used for good as well for evil in Nazi Germany? Answer this question in an essay, drawing on details from *The Book Thief*, “The Boys Who Fought the Nazis,” and “The Horror of Nazi Germany.”

ESSENTIAL QUESTIONS

- What is prejudice?
- How can words be powerful?
- How can historical fiction contribute to your understanding of actual historical events?

LITERATURE CONNECTION

Connecting *Scope* content to your curriculum

Texts that relate to World War II and the Holocaust:

- *The Book Thief* by Markus Zusak
- *Number the Stars* by Lois Lowry
- *The Diary of a Young Girl* by Anne Frank

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

SPECIAL GIFT FROM THE ARCHIVES:

- “The Boys Who Fought the Nazis,” which includes a narrative nonfiction article, discussion questions, and a video*

ACTIVITIES TO PRINT OR PROJECT:

- Exploring Theme (two versions available)*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Quiz
- Identifying Literary Elements and Devices

*Supports the lesson plan

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

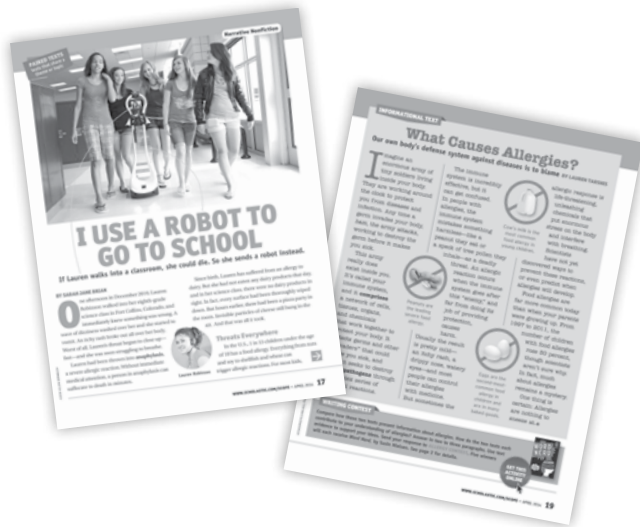
I USE A ROBOT TO GO TO SCHOOL and WHAT CAUSES ALLERGIES?

Life-threatening allergies affect more kids today than ever, and scientists aren't sure why. In this issue's engaging paired-text activity, we take your students into the world of severe allergies. This activity can be done in one to two periods, for a quick and effective lesson on author's purpose and craft.

Teaching Objective: to compare the approaches two authors take when writing about the same topic

Featured Skill: author's purpose and craft

Other Key Skills: structure, mood, inference, word choice, compare/contrast



Step-by-Step Lesson Plan

Preparing to Read

1 Preview vocabulary. (5 minutes) Hand out or project our **Vocabulary** word list and definitions for students to use as a reference while they read. Assign the reinforcement activity for homework.

Reading and Discussing

2 Read "I Use a Robot to Go to School" and "What Causes Allergies?" (20 minutes)

Have students read the articles independently, noting anything they find interesting or surprising. Then invite a few students to share what they noted and discuss.

3 Discuss the close-reading and critical-thinking questions. (15 minutes) Break students into groups to discuss the following close-reading and critical-thinking questions. *These questions (without answers) are available online as a pdf.*

CLOSE-READING QUESTIONS

► What is the purpose of the first paragraph of "I Use a Robot to Go to School"? Why might the author have chosen to start the story this way?

(structure) *The purpose is to set a dramatic scene and introduce Lauren Robinson. The paragraph describes the severe allergic reaction Lauren had after walking into her science class. The author probably chose to start the story this way because it makes you want to keep reading to find out what happened.*

► Describe the large picture on page 17. What mood does it convey? What can you infer about Lauren's friends? (mood, inference) *The picture shows a group of girls walking down a school hallway with a robot. On the robot's screen is a girl who appears to be their age. Though the scene is unusual, the mood is joyful. The picture suggests that Lauren's friends are comfortable with the robot and are able to interact with Lauren almost as though she were right there with them. From this, we can infer that they are loyal: They have stuck by Lauren through her allergy troubles and are making an effort to include her in their lives.*

► Read this line from page 18: "... dairy products can lurk in all sorts of unexpected places ..." What effect does the word *lurk* create in this sentence?

(word choice) *To lurk is to wait in a secret or hidden place, especially in order to do something wrong or harmful. The use of lurk in this sentence creates a feeling of unease and helps the reader understand what life is like for people with severe allergies.*

► **How did Lauren's allergy affect her when she was younger compared with now?** (compare/contrast) *When she was younger, her allergy was not as severe. She just had to avoid eating dairy. As she got older, her allergy worsened, to the point that contact with even a particle of dairy was life-threatening. This changed her life dramatically. She can no longer go to school or do many things that kids her age can do. Her friends must change their clothes and wash their hands before seeing her.*

CRITICAL-THINKING QUESTIONS

► **What role does Lauren's immune system play in her life-threatening allergy?** *Lauren's life-threatening allergy is in fact a misguided defensive response by her immune system. Her immune system mistakenly perceives dairy as a threat, and, thinking it is protecting her body, releases chemicals that cause a severe physical reaction whenever Lauren comes into contact with dairy. There is nothing Lauren can do about these reactions except use her EpiPen and go to the hospital.*

► **Explain what you think the author's purpose was in writing "I Use a Robot to Go to School."** *The author's purpose seems to be to inform the reader about what it's like to have a severe allergy. The author seems to want to raise awareness about stories like Lauren's to help readers realize how serious allergies can be, and to encourage compassion for people with severe allergies.*

4 Watch the video. (8 minutes) Show our video, which includes an interview with Lauren and footage of her using her robot. Project the **Video-Discussion Questions**, which guide students to make connections to the articles.

Complexity Factors

Go to Scope Online to see how these texts will challenge your students.

Featured Skill Activity

5 Explore author's purpose and craft.

(15 minutes) Break students into groups to complete the **Author's Purpose and Craft** activity, which prepares them for the writing prompt on page 19.

Differentiated Performance Tasks

6 Here are ideas for adapting the writing prompt on page 19 for lower- and higher-level students:

Lower-level: In one paragraph, compare how the two texts present information about allergies.

Higher-level: Should schools be required to keep EpiPens on hand? Answer this question using information from the video and the articles, as well as research you do on your own.

ONLINE RESOURCES

Activities, quizzes, videos, audio articles, and more!

VIDEO: "I Use a Robot to Go to School"

ACTIVITIES TO PRINT OR PROJECT:

- Author's Purpose and Craft*
- Video-Discussion Questions*
- Close-Reading and Critical-Thinking*
- Vocabulary*
- Quiz
- Contest Entry Form

*Supports the lesson plan

scholastic.com/scope

ESSENTIAL QUESTIONS

- How can technology solve problems?
- How do allergies affect us?
- How do authors organize information?



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

GRAMMAR SPOTLIGHT: CHOOSING WORDS FOR EFFECT

Model, Practice, Reinforce

Review this key skill using “The Girl Who Discovered the Dinosaurs” as a model, “The Lazy Editor” for review, and our activity sheet for reinforcement.

- 1) Explain that good writers choose their words carefully. They use precise and vivid language to express their ideas. Write the following sentences on the board: (1) **Spencer went through the mall.** (2) **Spencer scurried through the mall.** How do the meaning of these sentences differ? (*In the first sentence, “went” tells you only that Spencer was at the mall. In the second sentence, “scurried” suggests she was in a hurry. “Scurried” gives you more information than “went.”*)
- 2) After students read “The Girl Who Discovered the Dinosaurs,” direct them to this sentence from p. 7: “... a large elephant-like land mammal that once



roamed throughout North America.” Ask students how this sentence would be different if the author chose the phrase “lived in” instead of “roamed throughout.” (*“Lived in” doesn’t tell you much. “Roamed throughout” tells you that the animals moved casually from place to place. It evokes a sense of space and movement, as if these animals inhabited North America from coast to coast.*)

3) Have students complete “The Lazy Editor,” in which they will practice choosing words for effect.

4) Reinforce with our **Choose Your Words Carefully** activity.

**NEXT
ISSUE’S
SPOTLIGHT:**
clauses