



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE



DECEMBER 2014

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER

JANUARY

FEBRUARY

MARCH

APRIL

MAY

THREE FANTASTIC WAYS TO USE *SCOPE* VIDEOS

Making videos is a cool part of our job. We labor over each script, record narration in our very own sound booth (with the help of our sound guru, Tyrus), carefully choose each visual for maximum impact, and work with our talented video editor, Seth. Our mission? To create fabulous videos that will delight your students while engaging them in high-level thinking.



Our sound editor
extraordinaire,
Tyrus Cukavac

Here are three great ways to use our videos in your classroom:

- 1. Preview ideas and vocabulary.** Our complex nonfiction articles take your students into the realms of science and social studies and often transport them to other time periods. Our videos prepare your students for challenging reading tasks by introducing key ideas and domain-specific vocabulary.
- 2. Build excitement about the text (especially great for struggling readers).** Our videos take students behind the scenes of the editorial process and get them jazzed up to read.
- 3. Pair with articles.** Common Core assessments require students to integrate information from “diverse media” (such as videos). Our videos are robust enough for discussion and analysis, and our lesson plans and activity sheets make supporting this skill a snap.

Let us know how YOU use *Scope* videos!



With warmest regards,
Kristin Lewis
Executive Editor
kelewis@scholastic.com

E-mail me
anytime!

EDITOR'S PICK

BEHIND THE SCENES VIDEO

Don't miss this issue's awesome video, in which author Lauren Tarshis takes your students behind the scenes of her thrilling article “The Blood-Red Night,” about one of the worst wildfires in American history. Your students will gain fascinating insights into the research and writing process, which they can use in their own projects.



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YOUR DECEMBER ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Explains Weird Stuff Pets Do”	Students practice <i>passed</i> and <i>past</i> while reading about the bizarre habits of pets.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-8 “The Blood-Red Night”	Students will follow one frontier family as they fight to survive the deadliest wildfire in American history: the Great Peshtigo Fire of 1871. This riveting story is packed with sensory details and fascinating information on frontier life and the timber industry.	<ul style="list-style-type: none"> • Featured Skill: Author's craft • Word nuance • Text structure • Key ideas and details • Text evidence • Tone • Cause and effect • Inference
Drama, pp. 9-14 <i>The Trojan War</i>	Break out your helmets! Your class will have a blast performing our play about the final days of the Trojan War. Plus: An essay on what it was like to be a 12-year-old boy in ancient Greece helps students understand the role that the <i>Iliad</i> played in city-state life.	<ul style="list-style-type: none"> • Featured Skill: Making inferences • Key details • Author's craft • Interpreting text • Figurative language • Character • Text evidence • Compare and contrast
Paired Texts, pp. 15-19 “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time”	Two stories about oil spills that threatened penguins reveal how seemingly overwhelming problems can be solved. The first text is a work of narrative nonfiction told from an unusual point of view. The second is a newspaper-style article.	<ul style="list-style-type: none"> • Featured Skill: Synthesizing • Author's craft • Mood • Supporting evidence • Comparing how two authors approach similar topics
Debate/Essay Kit, pp. 20-21 “Should Parents Help with Homework?”	Homework can be stressful. But is getting help from Mom and Dad the right answer? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> • Supporting an argument • Identifying central ideas and supporting details
The Lazy Editor, pp. 22-23 “Minecraft Mania”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about the world's favorite game.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 24 “Smile?”	Students use our eye-catching infographic about dental hygiene through the ages to write an essay.	<ul style="list-style-type: none"> • Summarizing • Central ideas and details • Interpreting visual text



MAURICE R. ROBINSON, 1895-1982, FOUNDER

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ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>passed</i> and <i>past</i> 		L.3
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • Video: Behind the Scenes • PW How Does She Do That? • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Video Discussion Questions • PW Themed Vocabulary • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Summarizing • PW Core Skill: Central Ideas and Details • PW Core Skill: Text Structures 		R.1, R.2, R.3, R.4, R.7, R.9, R.10, W.2, W.4, W.7, W.9, W.10, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Audio: Pronunciation guide for characters' names • PW Core Skill: Making Inferences • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Mood 		R.1, R.2, R.3, R.4, R.9, R.10, W.2, W.4, W.7, W.9, W.10, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Prepare to Write • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Tone • PW Core Skill: Text Features • PW Core Skill: Text Evidence 		R.1, R.2, R.3, R.4, R.7, R.9, R.10, W.2, W.4, W.7, W.9, W.10, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Essay Kit 		R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, W.10, SL.1, L.1, L.2, L.4, L.6
<ul style="list-style-type: none"> • PW Punctuating Quotations • PW Sentence Variation • PW Dangling Modifiers • PW Possessives • PW Punctuating Nonessential Elements 		L.1, L.2, L.3
<ul style="list-style-type: none"> • PW Guide to "You Write It" Activity • PW Model Text for "You Write It" Activity • PW Contest Entry Form 		R.1, R.2, R.7, W.1, W.4, W.7, L.1, L.2

* To find grade-level specific Common Core standards as well as the Texas State Standards, go to Scope Online.

Questions about your subscription? Call us! 1-800-SCHOLASTIC (1-800-724-6527)

The Blood-Red Night

Our riveting story of America's deadliest wildfire is packed with sensory details and evocative language

Preview: Students will follow one frontier family as they fight to survive the deadliest wildfire in American history: the Great Peshtigo Fire of 1871.

Learning Objectives: To explore how authors use primary documents to create nonfiction narratives rich in sensory details and evocative language, and to understand nuances among words related to *fire*

Key Skills: word nuance, author's craft, cause and effect, inference, text structure, key ideas and details, text evidence, tone



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview themed vocabulary.

(5 minutes, activity online)

- Project the first page of the **Themed Vocabulary** activity. As a class, brainstorm words associated with *fire* or *heat*. Briefly discuss what the words mean and the subtle differences among them.
- Explain to students that they will encounter words with similar meanings in the article they are about to read. Highlighted words: *ablaze, blazes, charred, combustible, incinerated, inferno, smoldering*

Watch the Behind-the-Scenes Video.

(10 minutes, activity online)

- Distribute or project our **Video Discussion Questions**, and briefly preview them with students.
- Watch the video, and discuss the questions as a class.

2 Reading the Article

- Read the article as a class, beginning with the “As You Read” box on page 4.

- Break students into groups to discuss the following close-reading questions. Then have a whole-class discussion of the critical-thinking questions.

Close-Reading Questions

(10 minutes, activity sheet online)

How does the way the author describes the forest at the beginning of the article make the fire seem more tragic? (author's craft) *At the beginning of the article, the author describes the forest as being incredibly vast and almost magical, writing that it was the “forest of fairy tales,” and “truly exceptional.” She describes what the forest was like before lumberjacks and farmers arrived, writing, “The only sounds were those of nature—the chirps of birds, the growls of wild animals, and the soft whisper of leaves rustling in the wind.” These descriptions make the reader appreciate the value and beauty of the unspoiled forest. To then read that this forest was destroyed by the fire is heartbreaking.*

Reread the section “A Choking Fog.” How would you describe the Peshtigo residents’ relationship

to fire? What was the mood in Peshtigo before the Great Fire? (text evidence/inference) *Peshtigo residents both depended on fire and feared it. Lumberjacks used fire to dispose of small branches they sawed off trees. Farmers needed fire to clear their land. Yet residents feared the destructive power of fire, especially after a blaze got out of control and burned down homes and shops in nearby towns and damaged Peshtigo's largest factory. The town's mood was anxious; the September 24 fire had "cast a spell of fear over Peshtigo."*

How did Chicago's rapid growth contribute to the Peshtigo Fire? (key ideas and details/cause and effect) *Rapid construction in Chicago required a great supply of wood, most of which came from the forests of northern Wisconsin. Fires were set by lumberjacks to clear the land. These fires burned out of control because of the dry conditions and high winds.*

Why was the Peshtigo Fire largely forgotten, while the Great Chicago Fire remains one of the most famous in U.S. history? *The article states that in the 1800s, Chicago was the fastest-growing city in the world. Its emergence as a major American city full of "mansions and shops, warehouses and department stores" made the Great Fire that destroyed its downtown especially newsworthy. Peshtigo, on the other hand, was a small farming and logging community that was cut off from the outside world when its telegraph lines were destroyed. By the time news of the Peshtigo Fire reached the American public, the Chicago Fire was already the focus of public attention.*

Critical-Thinking Questions

(10 minutes, activity sheet online)

Why might the author have chosen to tell the story of the Peshtigo Fire through the experience of one family that lived through it? *Reading how the fire affected real people, as opposed to reading general information about the fire, makes the story more*

powerful and memorable. Describing the Kramers' experience allows the author to put the reader right in the path of the fire, giving the reader a vivid idea of what it was like to encounter the blaze.

Why is it important to remember and study historical disasters such as the Peshtigo Fire?

Students may say that studying historical disasters helps us understand how and why they occurred and may help us prevent something similar from happening again. Remembering historical disasters also honors the memory of those who died or endured great losses.

3 Themed Vocabulary

(15 minutes, activity sheet online)

- Return to the **Themed Vocabulary** activity.

Go over pages 2-3 of the activity as a class; students will consider each boldface word from the article in context and read a definition and example sentence.

- Do the practice exercise.
- Encourage students to use these words in their discussion and writing.

4 Skill Building Author's Craft

(15 minutes, activity sheet online)

Print and distribute our activity **How Does She Do That?** and have students complete it in groups. The activity will prepare students to respond to the writing prompt on page 8.

ESSENTIAL QUESTIONS

What impact do humans have on the environment?
.....

Why are wildfires so dangerous?
.....

Why are some historical events remembered but not others?

GO DEEPER! This past summer, a string of wildfires devastated California. Have students research the causes of these fires and write an essay comparing and contrasting the recent fires with the Great Peshtigo Fire of 1871.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain how the author creates a vivid picture of what it was like to live through the Great Peshtigo Fire of 1871.

For Advanced Readers

Research another historical disaster. Using primary documents including eyewitness accounts, write a nonfiction narrative article about what it was like to live through the event. Use “The Blood-Red Night” as a model to help you.

Complexity Factors

See how these texts will challenge your students.

Purpose: “The Blood-Red Night” describes the deadliest fire in U.S. history, which occurred in Peshtigo, Wisconsin. It’s followed by a text about the far more famous Chicago Fire, explaining why one disaster got so much attention and the other did not.

Structure: “The Blood-Red Night” is nonlinear and includes narrative and informational passages. “The Great Chicago Fire” uses cause-and-effect and compare-and-contrast structures.

Language Conventionality and Clarity:

- **Vocabulary:** challenging academic and domain-specific words include *smoldering*, *inferno*, and *firestorm*.
- **Figurative Language:** metaphors, figures of speech

Knowledge Demands: Map-reading skills, some knowledge of U.S. geography, and familiarity with the writings of Laura Ingalls Wilder will aid comprehension.

Lexile: 1010L (combined)

Literature Connections

Explore how other authors create vivid depictions of fire with these curricular texts.

- *The Big Burn* by Jeanette Ingold
- *Fahrenheit 451* by Ray Bradbury
- *The Great Fire* by Jim Murphy

ONLINE RESOURCES

VIDEO: Behind the Scenes

AUDIO: Hear the article read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- How Does She Do That?*
- Video Discussion Questions
- Close-Reading and Critical-Thinking Questions*
- Themed Vocabulary
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Central Ideas and Details
- Core Skill: Text Structures
- Core Skill: Summarizing

*Supports the lesson plan

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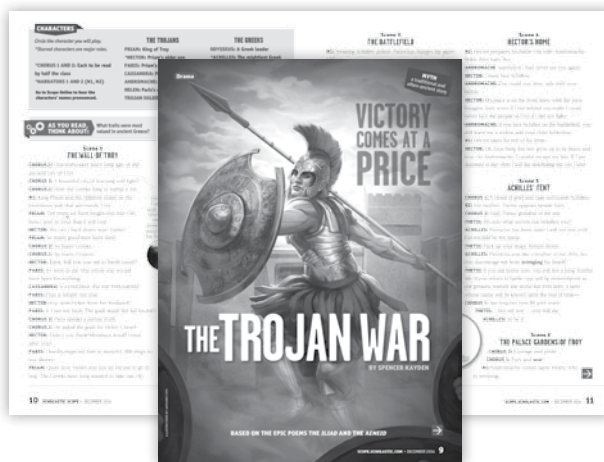
The Trojan War

A gripping portrayal of the most famous war in literature

Preview: Adapted from Homer's *Iliad* and Virgil's *Aeneid*, our thrilling play presents the final days of the war between the ancient Greeks and Trojans. A narrative essay about life in ancient Greece follows the play.

Learning Objective: to make inferences about the qualities that were most valued in ancient Greece

Key Skills: inference, key details, author's craft, compare and contrast, interpreting text, figurative language, character, text evidence



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

(8 minutes, activity sheets online)

- Preview vocabulary: Project or distribute our **Vocabulary Definitions** and preview the words. Highlighted words: *anguish*, *apprentice*, *avenging*, *brandishes*, *deftly*, *lyre*, *prophecy*, *revelry*, *revile*, *woe*
- Play our pronunciation guide at Scope Online. After each name is read, have students repeat it aloud.
- To help the class keep track of which characters are Greek and which are Trojan, separate students into three groups. Seat those playing Greeks on one side of the room, those playing Trojans on the other side, and narrators in the middle.

2 Reading the Texts

(30 minutes, activity sheets online)

- Read the play aloud as a class, starting with the As You Read box on page 10.
- Have students read “If You Lived in Ancient Greece” in small groups.
- As a class, discuss the following close-reading and

critical-thinking questions.

Close-Reading Questions

▶ **How does Scene 1 explain the reasons for the war?** (key details) *Paris and Hector debate whether Paris is to blame for the war, which began after Helen left her husband for Paris and Helen's husband took his revenge on all of Troy. At the end of the scene, King Priam states that the Greeks had been looking for an excuse to declare war on Troy.*

▶ **In Scene 2, Patroclus promises Achilles that he, Patroclus, won't fight Prince Hector. The Chorus then says, “But the desire for glory makes liars of us all.” What events does this line foreshadow?** (author's craft) *The line suggests that Patroclus will break his promise if the chance to be seen as a hero arises. In Scene 3, he does exactly that: He fights Prince Hector and is killed.*

▶ **Reread Scenes 4 and 5. In what ways are they similar?** (compare and contrast) *In both scenes, a mighty warrior—Hector or Achilles—is preparing for*

battle while his wife or mother pleads with him not to fight. Both men respond that they are willing to die to show their bravery. Hector wishes to defend his city, and Achilles wants to avenge the death of Patroclus.

► **In Scene 7, Achilles says to Hector, “The pleasure I take in ending your life is a crumb compared with my grief at the loss of my friend.” What does Achilles mean?** (interpreting text/figurative language) *Achilles is using a metaphor, describing the satisfaction of revenge as “a crumb” to show how small it is and that it’s insufficient to make up for the loss of Patroclus.*

► **Reread Achilles’ line in Scene 8 that begins, “You may take . . .” What does this line tell you about Achilles?** (character) *Earlier in the play, Achilles refuses to allow Hector’s body to be buried with honor. Now, Achilles is relenting. The line shows that Achilles is a complex character who can change his views. It also shows that he can be merciful.*

► **How were men treated differently from women in ancient Greek society? Support your answer with details from the play and essay.** (inference; text evidence) *In the play, only men fight. The men also seem to have all the power and make all the decisions. They generally ignore the women: Hector ignores Andromache’s plea to stay home; Achilles ignores Thetis’s plea not to fight; Priam ignores Cassandra’s warning about the horse. The essay says that boys went to school and girls did not, and the best chair in the house was for the father.*

Critical-Thinking Questions

► **This play is based on one of the oldest and most famous stories ever written about war. What does it say about the nature of war and its effect on people?** *The play shows the ongoing and devastating nature of war as each side seeks vengeance and glory. The play shows the toll of death, both in numbers and in the pain suffered by those who lose friends and family. For example, Achilles loses his friend Patroclus, and Priam watches his son Hector die.*

► **Today, the expression “Trojan horse” is used to describe a computer program that seems useful but is secretly designed to do harm. Based on the play, explain how this expression likely came into being.** *Answers will vary but should be similar to: The Greeks tricked the Trojans with a giant horse that appeared to be harmless and even valuable, but that actually concealed Greek soldiers who came out of the horse and destroyed Troy. This is similar to a computer program with a hidden hazard.*

► **In the essay, you learned that in ancient Greece, fathers paid a lot for their sons to be educated.**

What else did fathers want for their sons?

Use evidence from both texts. *Fathers in ancient Greece wanted their sons to be brave warriors. You can tell from Hector’s prayer to Zeus in Scene 4 (“Oh Zeus, help this boy grow up to be brave and true”) and from the line in the essay “You aren’t old enough to fight, but your father expects you to watch the battles from a distance so you’ll get used to the sight of bloodshed.”*

ESSENTIAL QUESTIONS

What is the cost of war?
.....
How can stories
promote certain values?
.....
What can we learn
about a society from its
stories and myths?

3 Skill Building: Making Inferences

(15 minutes, activity sheet online)

Distribute the **Inferences** activity sheet. Have students work in pairs to complete the activity. After students finish, ask, “Based on the two texts, what qualities and ideas seem to have been most highly valued in ancient Greek society?” Write students’ answers on the board; these may include honor and glory, as well as education, strength in battle, bravery, and revenge.

Answering the Writing Prompt (20 minutes)

Have groups discuss the question in the prompt on page 14. Ask students to respond to the prompt independently, drawing evidence from the play and the essay to support their answers.

Differentiation

For Struggling Readers

Choose one quality, such as honor or glory, that is highly valued in *The Trojan War*. In a well-organized paragraph, use examples from the play to explain how the play reveals that ancient Greeks valued this quality.

For Advanced Readers

Martin Luther King Jr. said, “Man must evolve for all human conflict a method which rejects revenge, aggression, and retaliation. The foundation of such a method is love.” Which character(s) from the play would be most likely to agree with this statement? Support your answer with evidence from the text.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: The play introduces readers to a work of classical literature, teaches about ancient Greek culture, delivers a message about the nature of war, and features a chorus. The essay explores what life was like for young people in ancient Greece.

Structure: The play is chronological. The essay uses cause/effect and compare/contrast structures.

Language Conventionality and Clarity:

- **Vocabulary:** many high academic words (*brandishes, revile, prophecy, anguish*)
- **Figurative Language:** The play includes numerous metaphors and rhetorical questions.

Knowledge Demands: To fully comprehend the play will require some prior knowledge of the Trojan War or the ability to make numerous inferences.

Lexile: 1000L (essay)

Literature Connections

Other texts that explore the nature of war:

- “The Charge of the Light Brigade” by Alfred, Lord Tennyson
- *All Quiet on the Western Front* by Erich Maria Remarque
- *A Soldier’s Heart* by Gary Paulsen

ONLINE RESOURCES

AUDIO: Pronunciation guide for the characters’ names

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Making Inferences*
- Core Skill: Mood

*Supports the lesson plan

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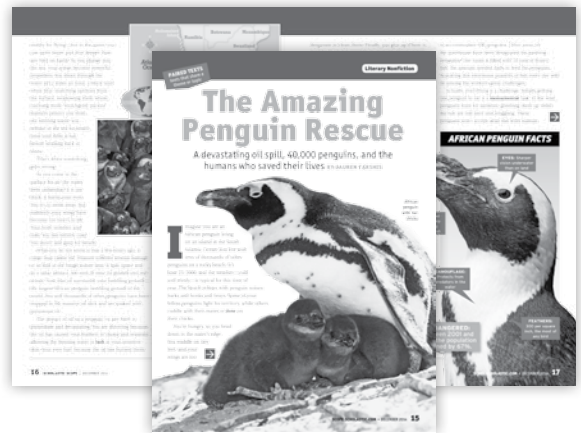
The Amazing Penguin Rescue

Two inspiring articles about successful—and heroic—efforts to save penguins imperiled by oil spills

Preview: A literary nonfiction article and a newspaper-style article about two penguin rescues show that even seemingly overwhelming problems can be solved.

Learning Objective: to synthesize key ideas about problem solving from two nonfiction texts

Key Skills: synthesizing, author's craft, mood, supporting evidence, comparing how two authors approach similar topics



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(3 minutes, activity sheet online)

Distribute or project our **vocabulary definitions** for students to refer to while they read. (Assign the practice activity for homework.) Highlighted words: *contaminate, decimate, dote, elated, enduring, lash, monumental, permeates, preen, surplus, vulnerable*

2 Reading and Discussing

(40 minutes, activity sheets online)

Read the first article as a class, and discuss the following questions.

Close-Reading Questions

► In “The Amazing Penguin Rescue,” author Lauren Tarshis asks you to imagine that you are a penguin. Throughout the article, when she writes “you,” she means “you, as a penguin.” How does this approach affect your reaction to the story? (author’s craft)
Answers will vary. Students might say that through this

approach, Tarshis closes the distance between the reader and the penguins in the article, allowing the reader to understand the oil spill from a penguin’s point of view. In other words, this approach encourages the reader to feel empathy for the penguins.

► In the first two paragraphs, Tarshis describes the hours just before the oil reached the penguins. What is the mood of these paragraphs? Why might Tarshis have chosen to begin the article this way, rather than with the penguins being covered in oil? (mood/author’s craft) *The mood of the first two paragraphs is calm, content, and carefree. Tarshis may have started her article this way to set up a contrast to the horror of the oil spill.*

► Tarshis states, “... this oil spill is a catastrophe for you and your species.” How does she support this statement? (supporting evidence) *Tarshis supports this statement by explaining how oil affects penguins. She writes that the impact of oil on a penguin is “immediate and devastating” and explains that oil causes penguins’ feathers to separate, which allows frigid water to touch*

their skin; that oil burns the birds' eyes; that oil makes the birds' wings heavy, which makes it hard for them to swim; and that oil is poisonous. Tarshis also conveys the difficulty of the rescue mission. She describes penguins trying to fight off the rescue workers, the challenge the workers face in feeding the penguins, and the time and effort required to hand wash each penguin.

- Have students read the second article in small groups.
- As a class, discuss the following questions, which apply to both articles.

Critical-Thinking Questions

Both “The Amazing Penguin Rescue” and “Saving Penguins, One Sweater at a Time” are about rescuing penguins after an oil spill. Compare the approaches the authors take—what is similar about these two articles and what is different? *Tarshis goes inside the heads of both the penguins and the rescue workers, while Kristin Lewis, in her article, provides facts about what happened but does not describe the thoughts or emotions of the birds or the humans. Tarshis follows the experience of one particular penguin; Lewis describes what happened generally. Both authors emphasize the devastation of an oil spill and include similar details about how oil affects penguins. Lewis includes more general information about the effects of an oil spill than Tarshis does.*

In both articles, what character traits did the workers have that helped them be successful?

Answers may include that the workers were caring, determined, selfless, focused, creative, and patient.

What do both articles suggest about who can help in a disaster like an oil spill? Explain. *Both suggest that anyone can help. Tarshis describes those who*

DIG DEEPER! Cleaning up after oil spills is important—but preventing them from happening would be even better. Have students research the causes of oil spills and suggest ways to prevent them.

GO TO SCOPE ONLINE

to see how this text will challenge your students. Lexile scores are included.

ESSENTIAL QUESTIONS

What is the value of hope?
.....
How are problems solved?

help with the South African penguin rescue as “a diverse group,” and notes that while some have experience with wildlife, others have never owned a pet. Lewis notes that during the Phillip Island rescue, people from all over the world—with no special skills other than being able to knit—were able to help by making sweaters.

How could reading these two articles give someone hope that other big problems can be solved? *Both articles describe challenging but successful attempts to solve huge problems. Reading them teaches us that it is in fact possible to make a difference—to solve (or at least alleviate) serious problems.*

These two articles are about rescuing penguins, but they also include ideas about how to solve big problems that could be applied to other situations. What are these ideas? *Answers may include that many people need to work together; that determination, perseverance, and patience are necessary; and that people must act quickly, use creativity, and take risks.*

3 Preparing to Write

(10 minutes, activity sheet online)

Distribute our **Prepare to Write** activity. This graphic organizer reinforces ideas from the class discussion and directs students to take notes that will prepare them to respond to the writing prompt on page 19.

ONLINE RESOURCES

ACTIVITIES:

- Prepare to Write*
- Close Reading and Critical Thinking*
- Vocabulary*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Tone
- Core Skill: Text Evidence
- Core Skill: Text Features

TURN THE PAGE FOR DIFFERENTIATION IDEAS ➡

Differentiation

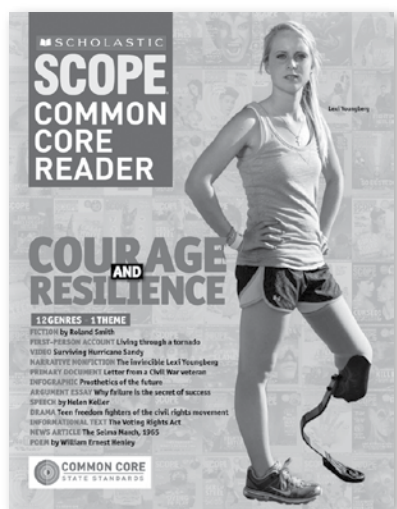
For Struggling Readers

In two well-organized paragraphs, describe three problems an oil spill creates for penguins. Then explain how these problems can be solved. Use details from both articles to support your answer.

For Advanced Readers

How do stories like these bring hope to readers? What approaches to problem solving are described in the articles that could be applied to other situations? Explain. Use details from both articles to support your answer.

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