



SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S
GUIDE

FEBRUARY 2016

A COMPLETE TEACHING KIT

ISSUE
DATE

SEPTEMBER

OCTOBER

NOVEMBER

DECEMBER/
JANUARY

FEBRUARY

MARCH

APRIL

MAY

A Debate to ♥

Hello there!

I can't wait for your students to dig in to this issue's debate about edible insects. It has all the ingredients we love: current events, history, a dash of science, and lots of great vocabulary words.

Plus, it's delightfully disgusting!

But what I am especially excited about is the activity, which is a little different from our usual debate format. We ask your students to imagine they are chefs at a restaurant and to identify the pros and cons of adding insect dishes to the menu. Your students will then write an essay from the point of view of a chef explaining why they would—or would not—add bug dishes. As always, we have created a suite of support materials for you and your class.

I am eager for your feedback. Please drop me a line and let me know how it goes!

Happy teaching,

Kristin



We taste-tested cricket chips, or "chirps." We were a bit apprehensive, but guess what? They were totally tasty—kind of like a nutty, more filling tortilla chip.

DON'T MISS THIS!

Our wonderful **Time Machine video** about the Harlem Renaissance is not to be missed! It's the perfect companion to this issue's play about Langston Hughes.



Kristin Lewis
Executive Editor
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E-mail me
anytime!



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YOUR FEBRUARY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
Grammar, pp. 2-3 “Grammar Rolls Out the Red Carpet”	Students practice using <i>who</i> and <i>whom</i> while reading about the fascinating history of the red carpet.	<ul style="list-style-type: none"> • Conventions of standard English
Narrative Nonfiction, pp. 4-9 “Mountain of Fire”	This gripping nonfiction feature describes the harrowing experience of a family camping near Mount St. Helens when it erupted in 1980. After reading, students will synthesize information from the article and an editorial about the power of natural disaster stories.	<ul style="list-style-type: none"> • Featured Skill: Connecting texts • Supporting details • Figurative language • Key ideas • Author's craft • Synthesis
Paired Texts, pp. 10-15 “The Story of <i>Awwwww</i> ” and “Would You Replace Your Dog With That?”	Two nonfiction texts explore our relationship with pets. The first tells the fascinating story of how the hamster became a beloved American pet. The second explores whether robots are a good alternative to pets.	<ul style="list-style-type: none"> • Featured Skill: Synthesizing • Key ideas and details • Tone • Text structure • Summarizing • Supporting a claim • Author's craft • Compare and contrast
Drama, pp. 16-21 <i>Hold Fast to Dreams</i>	Celebrate the life and work of writer Langston Hughes with this dramatization of his early years. Students will be inspired by his grit as he struggles with loneliness, poverty, discouragement, and discrimination—and achieves his dreams.	<ul style="list-style-type: none"> • Featured Skill: Text structure and character • Figurative language • Text features • Key ideas • Inference
Debate, pp. 22-24 “Would You Eat This?”	Experts are saying that insects are the food of the future. Does that mean that one day we'll be eating bugs for dinner? Students consider the pros and cons and form an opinion.	<ul style="list-style-type: none"> • Supporting an argument • Central ideas and details
Fiction, pp. 25-29 “Lost and Found”	A brother and sister find treasure from an ancient shipwreck. The laws say it's not theirs to keep—but would anyone know if they did? This poignant story about loss and recovery is paired with an article about the real shipwreck that inspired it.	<ul style="list-style-type: none"> • Featured Skill: Supporting a conclusion • Inference • Character • Interpreting text • Text structure • Setting
The Lazy Editor, pp. 30-31 “How to Scratch Your Nose in Space”	Students correct grammatical errors and revise sloppy writing in a short nonfiction article about spacewalks and the ingenious spacesuit.	<ul style="list-style-type: none"> • Conventions of standard English • Revision
You Write It, p. 32 “Gaming for Change”	Students turn our interview with 13-year-old Maddie Messer, who fought for free female avatars in smartphone games, into an article.	<ul style="list-style-type: none"> • Summarizing • Central ideas and details

ONLINE RESOURCES (scope.scholastic.com)		COMMON CORE ELA ANCHOR STANDARDS*
<ul style="list-style-type: none"> • PW More practice with <i>who</i> and <i>whom</i> 		L.3
<ul style="list-style-type: none"> • Audio: Hear the article read aloud • Video: Behind the Scenes • PW The Story of Mount St. Helens • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions • PW Read, Think, Explain (two levels) • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Central Ideas and Details • PW Core Skill: Text Structure • PW Core Skill: Text Features • PW Core Skill: Summarizing (two levels) 	R.1, R.2, R.4, R.9, W.2, W.9, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • Audio: Hear the articles read aloud • PW Synthesizing • PW Close-Reading & Critical-Thinking Questions • PW Vocabulary: Definitions & Practice 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Text Evidence (two levels) • PW Core Skill: Making Inferences 	R.1, R.2, R.3, R.4, R.5, R.9, W.1, W.9, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> • Video: Time Machine • PW Holding Fast to Dreams • PW Video Discussion Questions • PW Close-Reading & Critical-Thinking Questions 	<ul style="list-style-type: none"> • PW Vocabulary: Definitions & Practice • PW Literary Elements • IW PW Quiz (two levels) • PW Contest Entry Form 	R.1, R.2, R.3, R.4, R.5, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> • PW Essay Kit • PW Vocabulary: Definitions & Practice • PW Quiz (two levels) • PW Core Skill: Tone 		R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.1, L.2, L.3
<ul style="list-style-type: none"> • PW What's the Value? • PW Close-Reading & Critical-Thinking Questions • PW DIY Vocabulary • PW Literary Elements 	<ul style="list-style-type: none"> • IW PW Quiz (two levels) • PW Contest Entry Form • PW Core Skill: Mood 	R.1, R.3, R.4, R.9, W.2, W.9, SL.1, L.4, L.6
<ul style="list-style-type: none"> • PW Spell-Check Errors • PW Commas in Lists • PW <i>Which</i> vs. <i>That</i> 		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 	<ul style="list-style-type: none"> • PW Contest Entry Form 	R.1, W.2

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

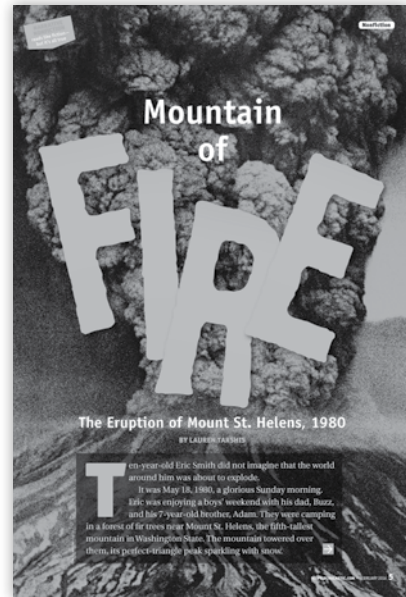
Mountain of Fire

One family's close encounter with the eruption of Mount St. Helens

Preview: This gripping article describes the harrowing experience of a family camping near Mount St. Helens when it erupted in 1980. We've paired the article with an editorial about the power of natural disaster stories.

Learning Objective: to apply ideas in the essay to the nonfiction article

Key Skills: supporting details, figurative language, key ideas, synthesis, author's craft



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Watch the video.

(10 minutes, activity sheet online)

- Project or distribute the **Video Discussion Questions**. Preview the questions as a class.
- Show the **Behind the Scenes video**. Have students answer the discussion questions in small groups.

Preview vocabulary.

(5 minutes, activity sheet online)

Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *catastrophic, debris, evacuate, glacial, ice ages, landslides, molten, smoldering*. Assign the practice activity for homework.

2 Reading the Article

(30 minutes, activity sheets online)

- Give students a few minutes to preview the text features. Then have a volunteer read aloud the As You Read box on page 6.

- Read the article once as a class.
- Break students into groups to read the editorial “The Power of Natural Disaster Stories” and discuss the following questions, which draw on both of the texts:

Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ Identify details in the opening section of “Mountain of Fire” that help you understand what the eruption was like for the Smiths. (supporting details) *Details include that a gray cloud blocked out the sun; hot, light rocks fell on the Smiths; a loud roar was followed by a blast of air; 500-year-old trees fell; hot ash fell from the sky; the ground shook; the air was hot.*
- ▶ Reread the second paragraph in the section “Dangerous Weather Changes.” What does it mean to “keep a low profile”? How does author Lauren Tarshis personify the volcano in this paragraph? (figurative language) *To keep a low profile is to try to stay unnoticed. Tarshis describes volcanoes as if they choose to do human activities: She writes that they “sit*

silently,” “release lazy puffs,” and “go back to sleep” (as well as “keep a low profile”).

▶ In “The Power of Natural Disaster Stories,” what two main reasons does Kristin Lewis give for why people are drawn to natural disaster stories? (key ideas) According to Lewis, people are drawn to natural disaster stories because we emotionally connect to the victims, and because we are fascinated by the power of nature.

▶ Lewis describes natural disasters as “awesome displays of the power of the natural world.” Using information from “Mountain of Fire,” explain how the eruption of Mount St. Helens fits this description. (synthesis) According to Tarshis, the eruption of Mount St. Helens turned 250 square miles of wilderness into a “smoldering wasteland.” The eruption caused a devastating landslide that swept away everything in its path, including homes and 500-year-old trees. The eruption also tore 1,300 feet off the summit of the mountain and killed nearly every living thing around it.

▶ Why might Lewis have included information about the wildfires in California in her article? (author’s craft) The author includes the information about wildfires in California to support her point that humans are drawn to stories about natural disasters. She explains that when the fires began, she “was glued to the news” and “clicked on endless images of destruction.” Also, Lewis is from California; she likely chose to highlight the wildfires because they were of particular interest to her.

• Bring the class back together to discuss the following critical-thinking questions:

Critical-Thinking Questions

(7 minutes, activity sheet online)

▶ Do you think it was reasonable for Eric’s dad to believe that his family would be safe when they went hiking on May 18, 1980? Explain. *Answers*

will vary. Students may say that yes, Eric’s dad was reasonable: Mount St. Helens had not erupted since the late 1850s, and people had come to think of it as safe. Also, although the volcano had shown signs of activity in March, that activity had stopped and logging companies had sent workers back to work. This would have sent a message that the area was safe. Additionally, Eric’s dad took his sons 11 miles from the volcano—

perhaps he did not understand how large an area could be affected by an eruption. On the other hand, it had been only about a month since the earthquakes and smoke had stopped; some students may say that Eric’s dad should have been more cautious.

▶ The subtitle of the editorial is “How to triumph over tragedy.”

In what ways can people triumph over tragedy after a natural disaster?

Draw on both texts in your answer. People can triumph over tragedy by being resilient—as the Smiths were when they rebuilt their home—and by helping those who have been affected, through donations or search-and-rescue efforts like those made by the people who found the Smiths. People can also triumph over tragedy by studying natural disasters and learning how to predict them or at least be more prepared for them.

▶ Would you be comfortable hiking near Mount St. Helens today? Explain. Students may say yes because, according to the essay, we can now predict eruptions more accurately than we could in 1980. Students may say no because they just wouldn’t want to take the risk.

ESSENTIAL QUESTIONS

What can we learn from natural disasters?
.....

What is our relationship to nature?
.....

Why are natural disasters intriguing?

3 Skill Focus: Connecting Texts

(15 minutes, activity sheet online)

Distribute the activity sheet **The Story of Mount St. Helens** for students to complete as homework. This activity will prepare them to respond to the writing prompt on page 9.

Differentiation

For Struggling Readers

In “The Power of Natural Disaster Stories,” the author writes that humans are drawn to stories about natural disasters. What is it about the story of Mount St. Helens that might draw people in?

For Advanced Readers

Research another natural disaster. In a well-organized essay, explain why it’s important to study and remember natural disasters. Include information from your research, “Mountain of Fire,” and “The Power of Natural Disaster Stories.”

Complexity Factors

See how these texts will challenge your students.

Purpose: “Mountain of Fire” describes the 1980 eruption of Mount St. Helens from the perspective of a family that survived the event. It also offers scientific and historical information about volcanoes. The editorial examines why natural disaster stories are so compelling.

Structure: The text includes narrative and informational passages. The editorial contains cause-and-effect structures.

Language Conventionality and Clarity:

- **Vocabulary:** challenging academic and domain-specific words (e.g., *catastrophic*, *evacuate*, *molten*)
- **Figurative language:** metaphors, similes, personification

Knowledge Demands: The texts refer to nuclear bombs and to numerous locations.

Lexile: 930L (article); 1080L (editorial)

Literature Connections

Other curricular stories of natural disasters:

- *The Big Wave* by Pearl S. Buck (novella)
- “The Wreck of the Hesperus” by Henry Wadsworth Longfellow (poem)
- *The Great Fire* by Jim Murphy (nonfiction)

ONLINE RESOURCES

AUDIO: Hear the article read aloud.

VIDEO: Go behind the scenes of the article with the author.

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Video Discussion Questions*
- The Story of Mount St. Helens*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Central Ideas and Details
- Core Skill: Summarizing (two levels)
- Core Skill: Text Structure
- Core Skill: Text Features

*Supports the lesson plan

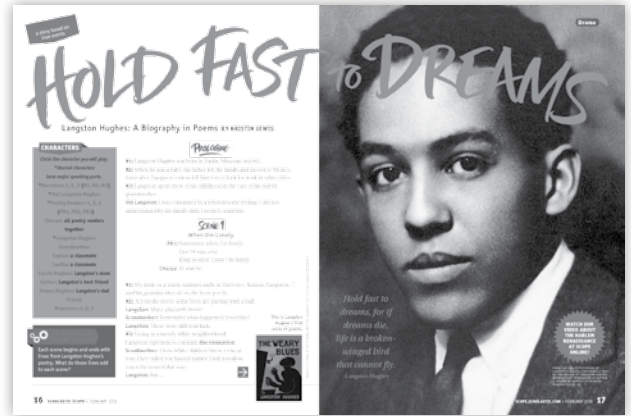
Hold Fast to Dreams

A moving depiction of the early life of Langston Hughes

Preview: Celebrate the life and work of poet Langston Hughes with this dramatization of his early years. Students will be inspired by his grit as he struggles with loneliness, poverty, discouragement, and discrimination—and achieves his dreams.

Learning Objectives: to analyze the connection between lines of poetry and events in the play

Key Skills: text structure, figurative language, text features, key ideas, inference, character



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Video, text features, and vocabulary.

(15 minutes, activity sheets online)

- Project or distribute the **Video Discussion Questions**. Preview the questions as a class.
- Watch the video “Time Machine: The Harlem Renaissance.” Have students work in groups to answer the discussion questions.
- As a class, look at the photographs in the play. Ask volunteers to read the captions. Ask: What do these text features tell you about the play’s setting?
- Project or distribute our **Vocabulary Definitions** for students to refer to as they read. Highlighted words: *discrimination, feverishly, fleeting, prejudices, prolific, renaissance, resentment, segregate*

2 Reading the Play

(30 minutes)

- Read aloud the “As You Read” box on page 16. Make sure students understand that the lines from the

poems appear in italicized text.

- Assign parts and read the play.
- Discuss the following questions as a class:

Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ **Why might Kristin Lewis have chosen to open Scene 1 with the line of poetry that she did?** (text structure) *Lewis may have chosen to use these lines of poetry to introduce the idea of loneliness, which Langston experiences in the scene when he recalls white kids calling him names and when kids at school make fun of him for wearing cast-off shoes.*
- ▶ **In the lines of poetry at the beginning of Scene 2, what does the speaker mean when he says that a “fenced-off narrow space” is assigned to him? How is this idea reflected in Scene 2 and in the photos and captions throughout the play?** (figurative language, text structure, text features) *The speaker—who we can infer is black from his mention of having a “black*

face”—means that as a black person in America, his opportunities are limited. This idea is reflected in Scene 2 when Langston is banned from his favorite movie house, the Children’s Day party, and from competing in school track meets. The photo and caption on page 18, which show an example of a “White Only” sign in the segregated South, also reflect the idea in the poem.

► **How does the question asked in the lines of poetry at the beginning of Scene 4 relate to what happens in the scene?** (Note that *deferred* means “put off or delayed to a later time.”) (key ideas, text structure) *In this scene, Langston is “overcome with uncertainty,” and his dream of moving to Harlem and becoming a poet seems “impossibly far away.” The poetry asks if a dream put off until later will fade away; in the scene, Langston seems to be struggling to keep hold of his dream.*

► **In Scene 4, what does Langston mean when he tells Sartur, “I’ll turn my poems into bread”?** (figurative language) *Langston means he’ll sell his poems. He uses “bread” to mean “money.”*

► **Scene 6 ends with Langston smiling and saying, “I’m going back to Harlem.” Why is returning to Harlem so important for Langston?** (inference) *Throughout his early life, Langston felt like an outsider and struggled to find a place where he belonged. You can infer that he now feels like he has something substantial to contribute to the Harlem Renaissance—and that he will finally be where he belongs.*

► **What traits helped Langston succeed?** (character) *Students might say that Langston succeeded because of his courage, resilience, and sense of adventure.*

- Divide students into three groups. Assign Scene 3 to one group, Scene 5 to another, and Scene 6 to the third. Each group should analyze, in its assigned scene, the connection between the poetry and what happens in the scene. (Students have practiced doing this for the other scenes through the close-reading

questions.) Have each group share its conclusions with the class.

- Discuss the following critical-thinking questions as a class:

Critical-Thinking Questions

(10 minutes, activity sheet online)

► **Throughout his early life, Langston repeatedly finds himself an outsider. How might this have influenced his work as a poet?**

Perhaps being an outsider made Langston a more prolific writer; being barred from activities like the Children’s Day party may have driven him to express his feelings in writing.

His feelings of being an outsider certainly affected the content of his work: The poetry included in this play describes loneliness, frustration, and dreams about a better future.

► **Langston wrote several poems about dreams. Why might this have been a particularly powerful topic for African-Americans in the 1920s and 1930s?** *Poems about dreams may have offered African-Americans hope and a reason to persevere in a time when they really needed it: During the 1920s and ‘30s, African-Americans faced incredible social, political, and economic challenges.*

► **How do the lines of poetry in the play add to your understanding of the story? How would the play be different without them?** *The poetry offers a look into Langston’s mind and heart; it offers a description of Langston’s feelings in his own words. The poetry adds authenticity to the play and leaves the impression that Langston has co-authored this biography.*

ESSENTIAL QUESTIONS

What is the purpose of poetry?
.....

What does it mean to feel like an outsider?
.....

What does it take to follow your dream?

3 Skill Focus: Text Structure and Character

Hand out our activity sheet **Holding Fast to Dreams**. It will help students prepare to respond to the writing prompt on page 21.

Differentiation

For Struggling Readers

Langston's parents do not support his dream of becoming a writer. What are their reasons for suggesting other paths? What are his reasons for following his dream?

For Advanced Readers

At different points in the play, both of Langston's parents try to discourage him from becoming a writer. Imagine that you are Old Langston. Write a letter to James and Carrie, explaining why you chose not to abandon your dream and how you feel about your decision.

Complexity Factors

See how these texts will challenge your students.

Purpose: This play chronicles the early struggles and triumphs of celebrated poet Langston Hughes. It also examines race in America in the 1920s and '30s.

Structure: The play is mainly chronological. The character of Old Langston provides some past-tense narration. Each scene is framed by lines from Hughes's poetry, inviting readers to make connections between the poetry and the play.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (e.g., *discrimination*, *segregate*, *renaissance*)
- **Figurative Language:** metaphors, rhetorical questions, other figures of speech

Knowledge Demands: The text refers to numerous locations (e.g., Harlem and Chicago), as well as to slavery and the Underground Railroad.

Lexile: not applicable

Literature Connections

Other literature and art related to the Harlem Renaissance:

- "Thank You, M'am" by Langston Hughes (short story)
- *The Block* (1971) by Romare Bearden (artwork)
- *No Crystal Stair* by Vaunda Micheaux Nelson

ONLINE RESOURCES

VIDEO: Time Machine:
The Harlem Renaissance

ACTIVITIES TO PRINT OR PROJECT:

- Video Discussion Questions*
- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Holding Fast to Dreams*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form

*Supports the lesson plan

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The Story of Awwwwwww

Two fascinating nonfiction texts explore the role of pets in our lives, past and present

Preview: In these charming, yet substantive, articles, students will discover how the hamster became a pet and explore what robotic pets could mean for the future.

Learning Objective: to synthesize information from two texts about *very* different kinds of pets

Key Skills: key ideas and details, tone, text structure, summarizing, supporting a claim, author's craft, compare and contrast



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview vocabulary.

(5 minutes, activity online)

- Project or distribute our **Vocabulary Definitions** and review the words as a class. Highlighted words: *enlisted, industry, novelty, profitable, savvy, sophisticated, venture, vermin*
- Encourage students to use these words in their writing and in class discussions about the texts.

2 Reading and Discussing

"The Story of Awwwwwww"

(45 minutes, activity sheet online)

- Read the article as a class. (Optionally: Play our audio version while students read along in their magazines.) Then discuss the following questions:

Close-Reading Questions

- ▶ **What are the two main topics of this article?** (key ideas) *This article is about how Albert Marsh made hamsters popular pets in the U.S. and also about the*

history of pet ownership in general.

- ▶ **According to the article, what is the biggest difference between why people keep pets today and in the past?** (key ideas) *The biggest difference, according to the article, is that today, people keep pets for companionship and think of their pets as members of the family, whereas in the past, most people kept pets primarily to do work.*

- ▶ **What is the authors' opinion of hamsters? Do they seem to like them? Support your answer with details from the text.** (tone) *The authors seem to like hamsters a lot. They describe them as having curious personalities and adorable cheek pouches. Later they write that hamsters make great pets, and that "they are clean, gentle, and easy to handle" as well as "undeniably cute."*

- ▶ **To which section of the article does the timeline on pages 12-13 most closely relate? Explain your answer.** (text structure) *The timeline most closely*

relates to the section “Pets With a Purpose.” Both contain information about the history of pet ownership.

Together, they make the reader think about the impact of choosing robopets over living animals.

▶ **Summarize how Albert Marsh successfully made hamsters into popular pets in the U.S.** (summarizing; key ideas and details) *Before making a commitment to selling hamsters, Marsh tried it out: He convinced a store to display 12 in the window. When the hamsters sold immediately, Marsh took the risk of committing to selling hamsters as his full-time job. He advertised in various types of publications and also wrote a book about hamster care, which likely encouraged even more people to buy hamsters.*

“Would You Replace Your Dog With That?” (30 minutes, activity sheet online)

- Have students read the article in small groups.
- As a class, discuss the following questions:

Close-Reading Questions

▶ **How do the authors support their claim that owning a pet is beneficial?** (supporting a claim) *The authors cite two studies that explored what happens in the human brain when a person interacts with a dog. In one study, the brain produced a chemical associated with trust and happiness. In the other study, the brains of mothers were shown to react the same way when they saw photos of their children and photos of their dogs.*

▶ **According to the article, what are some advantages of robotic animals?** (key ideas) *Robotic animals are easy to care for and have been shown to provide emotional support to nursing-home residents. They are easier on the environment than real pets, and they enable people to have a pet who wouldn't otherwise be able to, such as those with allergies.*

▶ **Consider the series of questions in the last section. Why might the authors have organized the story this way?** (author's craft) *The authors likely chose to pose a series of questions to make the reader think. The questions are big—and don't have easy answers.*

ESSENTIAL QUESTIONS

What responsibility do we have toward animals?
.....
What role should pets play in our lives?
.....
How could robots change our lives?

▶ **Compare the way the two articles begin. What do you notice?** (compare and contrast; author's craft) *They both describe a particular moment—one real, one fictional—and end by introducing the topic of the article.*

- Discuss the following questions, which draw on both texts, as a class.

Critical-Thinking Questions

▶ **If you were to add a box labeled “The Future” to the end of the timeline, what would it say? What would the picture be?** *Sample answer: As robotic pets become more like real animals, people may start choosing robots over animals. The image would be a robotic dog like the one on page 14.*

▶ **Would YOU want a robotic pet instead of a real animal? Explain.** *Answers will vary. Students who don't like animals, have allergies, or like robots might say yes, they would take a robotic pet over a real one. Others may say no, robotic pets are nothing like real ones—that everything robots do is programmed, which is very different from the behavior of a living creature.*

- Break students into groups to discuss the rhetorical questions posed at the end of “Would You Replace Your Dog With That?” Assign one question to each group to discuss. Have each group present its ideas to the class.

3 Skill Focus: Synthesizing

(20 minutes, activity online)

Distribute the **Synthesizing** activity sheet for students to complete in groups. It will prepare students to respond to the writing prompt on page 15.

EXTENSION Have students work in groups to come up with their own designs for a robotic pet. They should present their pet to the class—describing its appearance, behavior, special features, etc.

Differentiation

For Struggling Readers

In a well-organized paragraph, explain three ways pet ownership has changed over time.

For Advanced Readers

Think about the way that Albert Marsh made hamsters popular pets. Could his approach do the same for robopets? Explain your answer in a short essay.

Complexity Factors

See how these texts will challenge your students.

Purpose: “The Story of Awwwwwww” explains how hamsters became popular pets in the U.S. “Would You Replace Your Dog With That?” discusses the pros and cons of robotic pets.

Structure: “The Story of Awwwwwww” is mainly chronological but includes a timeline. “Would You Replace Your Dog With That?” includes cause-and-effect and compare-and-contrast structures.

Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (e.g., *novelty*, *venture*, *vermin*)
- **Figurative Language:** metaphors, similes, irony, other figures of speech

Knowledge Demands: The texts refer to Syria, medical research, medieval Japan, the Renaissance, Hasbro, Sony, and more without explanation.

Lexile: 1010L (“The Story of Awwwwwww”); 1180L (“Would You Replace Your Dog With That?”)

Literature Connections

Connect to classic novels that explore the human-animal bond:

- *The Call of the Wild* by Jack London
- *War Horse* by Michael Morpurgo
- *A Ring of Endless Light* by Madeleine L’Engle

ONLINE RESOURCES

AUDIO: Listen to the articles read aloud.

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- Vocabulary*
- Synthesizing*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Text Evidence (two levels)
- Core Skill: Making Inferences

*Supports the lesson plan

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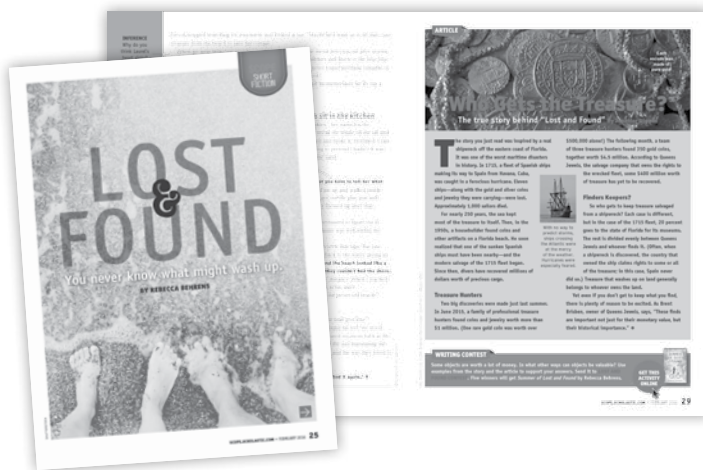
Lost and Found

A story of gold coins, chipped mugs, and other treasures

Preview: A brother and sister find treasure from an old shipwreck. The law says it's not theirs to keep—but would anyone know if they did? This story about loss and recovery is paired with an article about the real shipwreck that inspired it.

Learning Objective: to use evidence from two texts to support a conclusion about what makes something valuable beyond its monetary worth

Key Skills: inference, character, interpreting text, text structure, setting



Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

1 Preparing to Read

Preview the story and questions. (5 minutes)

Give students a few minutes to look over the story and skim the **close-reading questions** in the margins.

Set a purpose for reading. (5 minutes)

Read aloud the “As You Read” box. Invite students to share ideas about what makes something valuable.

2 Reading the Story

Read, discuss, mark the text. (25 minutes)

- Read “Lost and Found” as a class.
- Break students into groups to read the story again, this time pausing to discuss the close-reading questions. Have students write their answers in the margins. (Optional: Have each group compose a close-reading question of its own to pose to the class.)

Answers to Close-Reading Questions

Interpreting Text (p. 26) *Sameness can be welcome because it can feel comfortable—even comforting—*

to be surrounded by familiar people, objects, experiences, etc. Coming back to something that is always the same can feel reassuring. It can feel like visiting an old friend.

Inference (p. 26) *The narrator's emotions are affecting the way the juice tastes to her. She is unhappy to be drinking out of something other than her beloved mug.*

Character (p. 26) *You can infer that Trevor is extremely excited and amazed.*

Inference (p. 27) *This information helps you understand that Trevor has a particular interest in shipwrecks and lost treasure. Finding a shipwreck is probably something he's dreamed about—which explains why he is so excited about his discovery.*

Interpreting Text (p. 27) *Each of the objects Laurel named was connected to a memory, and those objects were stored in the cottage. In this way, the cottage was a home for her family's memories.*

► **Inference** (p. 28) *Perhaps she is worried that Trevor will want to take and sell this coin too—making the illegal thing he is talking about doing even worse.*

► **Text Structure** (p. 28) *The story suggests that Trevor is a good person who believes in being honest. Laurel may tell the reader about this part of Trevor's character in order to help the reader understand how difficult and strange it is for her to see him considering being dishonest.*

► **Setting** (p. 28) *The wind seems to actively push Laurel back toward Trevor. The clouds are moving and breaking up—a change is happening in the weather in the same way that Laurel is changing her mind about what she's going to do. The waves are crashing around in a way that mirrors the tumult and uncertainty Laurel feels about confronting Trevor.*

► **Character** (p. 28) *Laurel realizes that she doesn't need the cottage or the objects in it to hold on to her memories, because her memories are in her heart.*

3 Informational Text

Read and discuss.

(25 minutes)

- Read “Who Gets the Treasure?” aloud as students follow along in their magazines. Ask students to circle any unfamiliar vocabulary words.
- Together, go over the meaning of any vocabulary words students circled.
- As a class, discuss the critical-thinking questions.

Critical-Thinking Questions

(5 minutes, activity sheet online)

► **Something with sentimental value is valued not for its material worth, but for its personal or emotional associations. Which objects in the story have sentimental value?** *The objects from Laurel's family cottage—the photo albums, the chipped mug, Trevor's painting, her grandma's shell art, and her grandparent's quilt—have sentimental value.*

ESSENTIAL QUESTIONS

What role do memories play in our lives?
.....

To whom do lost objects belong?
.....

How can we recover from loss?

► **Do you think Trevor and Laurel made the right decision at the end of the story? Why or why not?** *Answers will vary, but many students will likely say yes, Trevor and Laurel made the right decision in leaving the coins on the beach. That is what the law said to do, and by following the law, Laurel and Trevor gave others the chance to enjoy and learn from the artifacts they discovered. Plus, as Laurel realizes, repairing the family's cottage isn't as important as Trevor and Laurel initially believed.*

► **Jennifer Dignan writes that “Lost and Found” was inspired by a real shipwreck. What aspects of the wreck of the 1715 fleet does Rebecca Behrens draw on for her story?** *Trevor finds coins that he identifies as Spanish escudos; the 1715 fleet was from Spain—so it seems that the wreckage and treasures Trevor finds are likely from a ship from the 1715 fleet. The rest of Behrens's story does not seem related to the real shipwreck.*

► **Consider the quote near the end of Dignan's article. What might it mean to have “historical importance”?** *An object with historical importance may offer information about the past or be connected to an important person or a significant event from the past.*

4 Skill Building

Featured Skill: Supporting a Conclusion

(15 minutes, activity sheet online)

Distribute the activity sheet **What's the Value?** It will prepare students for the writing prompt on page 29.

EXTENSION: TREASURES

Ask students to choose one personal or family belonging that has value other than financial worth. Students should present the object—or a photo or drawing of the object—to the class and explain what makes it a treasure. (For inspiration, remind students of the photo albums, chipped mug, quilt, etc., that Laurel mentions in the story.)

Differentiation

For Struggling Readers

Many objects in Laurel's family's cottage were destroyed by a hurricane. Explain why these items were important to Laurel. Use text evidence to support your answer.

For Advanced Readers

Who should get to keep historical artifacts? Write an argument essay on this topic. Support your opinion with ideas from "Lost and Found," "Who Gets the Treasure?," and one or more additional texts of your choosing.

Complexity Factors

See how these texts will challenge your students.

Levels of Meaning/Purpose: In "Lost and Found," a girl recovers two kinds of treasure: gold coins and the memories that have bound her family together for generations. The informational text provides facts about how ownership is determined when treasure is found.

Structure: The story is mainly chronological but includes a flashback. The informational text includes cause-and-effect and descriptive structures.

Language Conventionality and Clarity:

- **Vocabulary:** some higher academic vocabulary (e.g., *brazen*, *nautical*, *shoals*, *maritime*)
- **Figurative language:** metaphors, similes, a rhetorical question, onomatopoeia, personification

Knowledge Demands: The story includes several ocean and historical references, such as German U-boats and Blackbeard.

Lexile: 940L (story); 1090L (informational text)

Literature Connections

Other classic stories exploring the value of objects:

- "The Rooster and the Jewel" (an Aesop fable)
- "The Gift of the Magi" by O. Henry (short story)
- "The Necklace" by Guy de Maupassant (short story)

ONLINE RESOURCES

ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions*
- What's the Value?*
- Literary Elements
- Quiz (two levels)
- DIY Vocabulary
- Contest Entry Form
- Core Skill: Mood

*Supports the lesson plan

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