



# SCHOLASTIC SCOPE

THE LANGUAGE ARTS MAGAZINE

TEACHER'S  
GUIDE

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## A COMPLETE TEACHING KIT

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# Introducing the *Scope* Ideabook

Simple, spectacular ideas  
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Hello teachers,

I am thrilled to announce our latest creation: the *Scope* Ideabook. This new online resource is a gold mine of ideas and amazing tips for using *Scope* in your classroom.

Looking for a clever (and simple) approach to text evidence? How about a brilliant way to use our Lazy Editor? Or a genius (and creative!) idea for making the most of our plays? All of these ideas came from YOU. Over the years, we have been inspired by the incredible ways you've been using *Scope*—and at last we have a way to share them. Check it out at Scope Online.

This is our last issue of the year, but I hope we can stay in touch over the coming months. Please e-mail me anytime with questions or ideas, or just to say hello. And I am always available to chat with you and your colleagues by phone or Skype.

Wishing each of you a beautiful summer,



Kristin Lewis  
Executive Editor  
kelewis@scholastic.com

E-mail me  
anytime!

scope.scholastic.com

### DON'T MISS THIS!

## Time Machine Video

Don't miss this issue's fascinating Time Machine video about life in the early 20th century. It's the perfect companion to our exciting play about the Wright brothers.



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# YOUR MAY ISSUE AT A GLANCE

ARTICLE	SUMMARY	PRIMARY SKILL(S)
<b>Grammar, pp. 2-3</b> “Grammar Goes Climbing”	Students practice using <i>who's</i> and <i>whose</i> while reading about teen rock climbing prodigy Ashima Shiraishi.	<ul style="list-style-type: none"> <li>• Conventions of standard English</li> </ul>
<b>Narrative Nonfiction, pp. 4-9</b> “Thirst”	In this powerful story, your students will meet Natalia, a young girl who lives in a water-starved region of Mozambique. Natalia once spent many hours a day fetching water for her family—until a new well transformed her life forever.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Key Ideas and Details</li> <li>• Author's craft</li> <li>• Inference</li> <li>• Problem and solution</li> <li>• Reading for information</li> <li>• Word choice</li> </ul>
<b>Paired Texts, pp. 10-14</b> “Crisis at Chipotle” and “How to Handle a Crisis”	How should a company handle a crisis? Students find out through two fascinating nonfiction texts that explore how several businesses dealt with serious problems.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Synthesizing</li> <li>• Central idea</li> <li>• Text structure</li> <li>• Analyzing the development of an idea</li> <li>• Inference</li> <li>• Key ideas</li> </ul>
<b>Drama, pp. 15-21</b> <i>Conquer the Sky</i>	Journey into the fascinating world of the Wright brothers in this fictionalized account of the months leading up to the first powered flight.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Structure</li> <li>• Interpreting text</li> <li>• Character</li> <li>• Inference</li> <li>• Figurative language</li> </ul>
<b>Fiction, pp. 22-27</b> <b>First Line Contest Winner!</b> “The Day It Rained Cats”	In this poignant story by award-winning author Linda Sue Park, Sheera discovers that following in her grandmother's footsteps and learning to lev (levitate objects with her mind) requires significant sacrifices—but brings significant rewards.	<ul style="list-style-type: none"> <li>• <b>Featured Skill:</b> Theme</li> <li>• Inference</li> <li>• Word choice</li> <li>• Character</li> <li>• Foreshadowing</li> <li>• Key ideas</li> <li>• Plot</li> <li>• Symbolism</li> <li>• Tone</li> </ul>
<b>Debate, pp. 28-29</b> “Should You Give Up Summer Vacation?”	Is it time to switch to year-round school? Students read arguments on both sides of the debate and take a stand.	<ul style="list-style-type: none"> <li>• Supporting an argument</li> <li>• Central ideas and details</li> </ul>
<b>You Write It, p. 32</b> “The Heart Hero”	Students turn our interview with 16-year-old William Mai, who gave CPR to man who was having a heart attack, into an article.	<ul style="list-style-type: none"> <li>• Summarizing</li> <li>• Central ideas and details</li> </ul>

## 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"> <li>• <b>PW</b> More practice with <i>who's</i> and <i>whose</i></li> </ul>	L.2
<ul style="list-style-type: none"> <li>• <b>Video:</b> Behind the Scenes</li> <li>• <b>Audio:</b> Hear the article read aloud</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Water Is Life</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Read, Think, Explain (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Text Evidence (two levels)</li> <li>• <b>PW</b> Core Skill: Text Structure</li> <li>• <b>PW</b> Core Skill: Mood</li> </ul>	R.1, R.2, R.3, R.4, W.2, SL.1, SL.2, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>Audio:</b> Hear the articles read aloud</li> <li>• <b>PW</b> Handling a Crisis</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Summarizing (two levels)</li> <li>• <b>PW</b> Core Skill: Text Features</li> <li>• <b>PW</b> Core Skill: Tone</li> <li>• <b>PW</b> Core Skill: Central Ideas and Details</li> </ul>	R.1, R.2, R.3, R.5, R.9, W.1, W.2, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>Video:</b> Time Machine</li> <li>• <b>Audio:</b> Hear the poem read aloud</li> <li>• <b>PW</b> Video Discussion Questions</li> <li>• <b>PW</b> Conquer the Sky</li> <li>• <b>PW</b> Poetry Activity</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Contest Entry Form</li> <li>• <b>PW</b> Core Skill: Making Inferences</li> </ul>	R.1, R.3, R.5, R.9, W.2, SL.1, SL.2, L.4, L.5, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> What Is Special?</li> <li>• <b>PW</b> Close-Reading &amp; Critical-Thinking Questions</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> DIY Vocabulary</li> <li>• <b>PW</b> Literary Elements</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, R.2, R.3, R.4, R.5, R.9, W.2, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Essay Kit</li> <li>• <b>IW PW</b> Quiz (two levels)</li> <li>• <b>PW</b> Vocabulary: Definitions &amp; Practice</li> </ul>	R.1, R.2, R.6, R.8, W.1, W.4, W.5, W.7, SL.1, L.4, L.6
<ul style="list-style-type: none"> <li>• <b>PW</b> Guide to “You Write It” Activity</li> <li>• <b>PW</b> Model Text for “You Write It” Activity</li> <li>• <b>PW</b> Contest Entry Form</li> </ul>	R.1, W.2

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

# Thirst

A teenage girl, a water-starved village, and the well that changed it all

**Preview:** This powerful story will take your students into the world of a young girl from a village in Mozambique, where she once spent many hours a day fetching water for her family.

**Learning Objective:** to understand the problems faced by people who do not have access to clean water and how those problems can be solved

**Key Skills:** author's craft, inference, problem and solution, reading for information, word choice, key ideas



## Step-by-Step Lesson Plan

Close Reading, Critical Thinking, Skill Building

### 1 Preparing to Read

Watch the video.

(15 minutes, activity sheets online)

Project or distribute the **Video Discussion Questions** for students to preview. Show our “**Behind the Scenes**” video, in which author Kristin Lewis discusses how she wrote the article and introduces some of its challenging concepts. Then answer the discussion questions as a class.

Preview vocabulary.

(5 minutes, activity online)

Project or distribute our **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *aquifer*, *arduous*, *developing countries*, *hygiene*, *sanitation*, *sediment*, *spectacle*. Assign the practice activity for homework.

### 2 Reading the Article

(45 minutes, activity sheets online)

- Give students a few minutes to preview the text

features. Then read aloud the “As You Read” box on page 6.

- Read the article once through as a class.
- Break students into groups to read the article a second time and discuss the following questions.

#### Close-Reading Questions

(10 minutes, activity sheets online)

- ▶ **Where in the section “A Luxury” does author Kristin Lewis speak directly to the reader? Why might she have decided to do this? (author’s craft)**  
*Lewis starts to speak directly to the reader with the sentence that begins “You probably don’t think twice about taking a long, refreshing shower . . .” The author may have done this to encourage readers to reflect on their own use of water and to help readers understand how different life is for those like Natalia who lack access to clean water.*
- ▶ **Lewis compares the weight of the jerry can that Natalia had to carry to that of three backpacks stuffed with books. Why do you think Lewis chose to**

**include this detail?** (author's craft) *Lewis included the detail to help readers understand how heavy the jerry can was. Understanding the weight of Natalia's load can help readers empathize with her.*

▶ **According to the article, why did Natalia's village need a well?**

(problem and solution, reading for information) *According to the article, Natalia's village needed a well because the only water they had to drink was not clean and often made people sick. For the women and girls of the village, fetching water was a physical hardship (they had to carry heavy jerry cans of water) that filled up several hours of every day, preventing the women and girls from doing other things, like going to school.*

▶ **Study the photograph of the children carrying water on page 7 and read the caption. What key idea of the article do the photo and caption support?** (key ideas) *The image and caption support the idea that people in many parts of the world do not have easy access to water.*

▶ **Lewis writes, "Every now and then, something will happen in the U.S. that reminds us how essential water is to our way of life." What does the word remind suggest about the availability of water in the U.S.?** (word choice, inference) *The word remind suggests that water is readily available in the U.S. We are reminded of water's importance by occasional events because water is so accessible to us that we often don't even think about how much we need and use it.*

• Bring the class back together to discuss the following questions.

### **Critical-Thinking Questions** (5 minutes, activity sheet online)

▶ **Do you think we have a responsibility to help solve the problem of water access in other parts of the world? What could you say to someone who doesn't think so?** *In their answers to the second*

*question, students might say that they could appeal to the person's sense of compassion or empathy by asking him or her to think about all of the things we use water for every day and imagine living without that water. Students might suggest telling the person how much water the average American uses each day and describing what it's like to live without access to clean water.*

## **ESSENTIAL QUESTIONS**

**What role does water play in our lives?**  
.....

**Is clean water a human right?**  
.....

**How can access to safe water empower communities?**

▶ **How do you think the way this article affects the reader would be different if it were a summary of the world's water situation in general rather than the story of**

**one girl's experience?** *The article would probably have less of an effect on the reader's emotions and, for many readers, be less engaging. A summary of the problem might not create as much concern for those who lack access to clean water as the story of Natalia creates; stories about individual people are easier to relate to and can generate more empathy than general information about a problem.*

▶ **On page 9, Lewis writes that people have always told stories about water. Why do you think this is the case?** *As Lewis states, "Water is life." People have always understood that without water, we cannot survive. So people have probably always been interested in water just because it's so important to us. Plus, long ago, before we had scientific knowledge of water, people were likely curious about the nature of water and made up stories as a way of trying to figure it out.*

▶ **Has reading this article changed the way you think about water and its role in your own life?**

**Explain.** *Answers will vary.*

## **3 Skill Focus:** **Key Ideas and Details**

(15 minutes, activity sheet online)

Distribute the activity sheet **Water Is Life** 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 a well-organized paragraph, explain three ways Natalia's life changed after the well was built in her village.

## For Advanced Readers

What are some of the reasons that communities around the world lack access to clean water? How can those issues be solved? Answer both questions in the form of an essay, a presentation, or a video. Use text evidence from “Thirst” and from at least two additional sources.

### Complexity Factors

See how this text will challenge your students.

**Purpose:** Through the story of Natalia, a teen in Mozambique, “Thirst” provides information about the scarcity of clean water in many areas of the world.

**Structure:** Natalia’s story is chronological but is interwoven with informational passages. The text includes shifts in tense and point of view.

**Language Conventionalilty and Clarity:**

- **Vocabulary:** challenging domain-specific words (e.g., *aquifer*, *sediment*, *arduous*)
- **Figurative language:** metaphors

**Knowledge Demands:** The text refers to developing countries, the Norse god Odin, and water crises in various U.S. locations (West Virginia; Flint, Michigan).

**Lexile:** 930L

### Literature Connections

Other texts that evoke the power of water:

- *A Long Walk to Water* by Linda Sue Park (novel)
- *Tuck Everlasting* by Natalie Babbitt (novel)
- UN Resolution 64/292: The human right to water and sanitation (primary document)

### ONLINE RESOURCES

**VIDEO:** “Behind the Scenes”

**AUDIO:** Hear the article read aloud.

**ACTIVITIES TO PRINT OR PROJECT:**

- Video Discussion Questions\*
- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Water Is Life\*
- Read, Think, Explain: Identifying Nonfiction Elements (two levels)
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Text Evidence (two levels)
- Core Skill: Text Structure
- Core Skill: Mood

\*Supports the lesson plan

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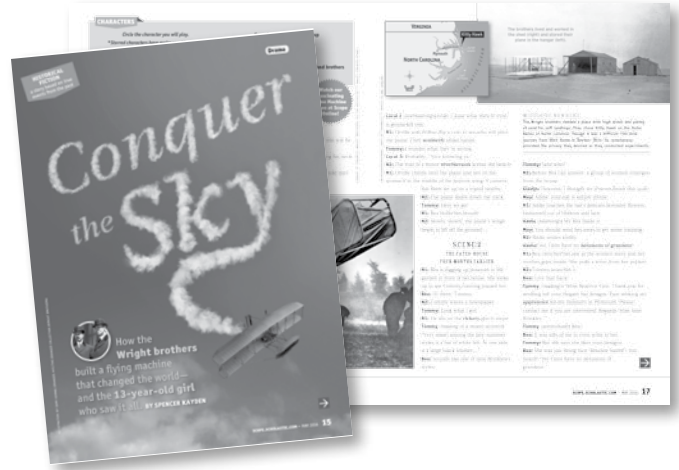
# Conquer the Sky

## The amazing story of the Wright brothers

**Preview:** In this fictionalized account of the months leading up to the first powered flight, the Wright brothers show a young girl that following her dreams might not be so crazy after all.

**Learning Objective:** to analyze the figurative meaning of the title and how it relates to the key ideas of the story

**Key Skills:** interpreting text, character, inference, figurative language



## 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**.
- Show the “**Time Machine: 1900-1910**” video, which provides context for the play.
- Have students work in small groups to answer the discussion questions.

#### Preview vocabulary

(5 minutes, activity sheet online)

Project or distribute the **Vocabulary Words and Definitions** for students to refer to as they read. Highlighted words: *apprentice, aviation, blustery, delusions of grandeur, propel, reverberates, rickety, somberly, trussing*

### 2 Reading the Play

(30 minutes)

- Read aloud the “As You Read” box on page 16.

- Read the captions on the images. Ask students to note any information that is also found in the video.
- Assign parts and read the play aloud. Then break students into groups to discuss the following.

#### Close-Reading Questions

(10 minutes, activity sheet online)

- ▶ **In Scene 1, what do we learn about the public’s opinion of the Wright brothers and their mission?** (interpreting text) *Most people are skeptical at best. Bea and Tommy express respect and admiration for the brothers, but others call them “fools” and “screwy in the head” and call their goal “unnatural.”*
- ▶ **In Scene 2, how does Bea feel about her mother’s comment “We Tates have no delusions of grandeur”? How do you know?** (character, inference) *Bea is frustrated and discouraged by her mother’s comment. You know this because when Bea hears the comment, she clenches her jaw. Also, Bea later repeats her mother’s words to Tommy as an explanation for why she (Bea) isn’t going to pursue the apprenticeship.*

The stage directions note that Bea “gloomily” says it’s time for her to get back to digging potatoes.

▶ **In Scene 4, what feelings do Bea’s parents express about change? Explain.** (character, interpreting text) *Both Addie and Bill seem opposed to change. Addie says, “I’ve never even seen a telephone, and that’s fine by me.” Bill says, “We have no need for such fancy contraptions here in Kitty Hawk.”*

▶ **In Scene 6, Addie puts her arm around Bea and says, “I don’t want the wind to carry you off.” What does the wind symbolize in this moment?** (figurative language)

*Students may say that the wind symbolizes change, or the changing world. Addie is anxious about losing Bea to the exciting, rapidly changing world outside Kitty Hawk.*

▶ **At the end of Scene 7, Addie says, “It’s a whole new world, Bea, and it belongs to you.” What does she mean? How do you think she feels at this moment?** (interpreting text, inference) *She means that Bea’s future is in her own hands and is encouraging Bea to seize the opportunities that the world presents. Addie means that Bea is young, and that it is Bea’s generation that will be able to take advantage of all the new things the world has to offer. Earlier in the scene, Addie tells Bea, “There are no limits to what you can do.” You can tell that Addie has accepted the idea of Bea leaving Kitty Hawk—that Addie’s excitement for Bea has eclipsed her fear of change.*

### 3 Reading the Poem

(15 minutes)

- Ask students to close their magazines and listen as you play the recording of the poem “Darius Green and His Flying Machine.” Then play the recording again; this time, have students follow along on page 21.
- Have students work in groups to complete the **poetry activity**.
- Come back together as a class. Have a few volunteers read the poem aloud.

## 4 Critical-Thinking Questions

(8 minutes, activity sheet online)

As a class, discuss the following critical-thinking questions, which apply to both the play and the poem.

### ESSENTIAL QUESTIONS

What is the value of failure?

What kind of people can change the world?

Why do people sometimes resist change?

▶ **What qualities does the speaker of the poem admire? How does having these qualities help Wilbur and Orville succeed?** *The speaker of the poem admires imagination (pretending to fly) and curiosity (wondering how humans could fly).*

*Wilbur’s and Orville’s imaginations allow them to believe that human flight is possible. Their curiosity helps them to stay interested in their mission despite failures—they want to know what went wrong.*

▶ **The Wright brothers are creative, courageous, and resilient. How can these traits also help Bea be successful as a hatmaker?** *Bea needs creativity to design hats. She needs courage to show her designs to others and risk rejection, and to leave home to begin a career. She’ll need resilience to cope with the ups and downs of that career.*

▶ **Both Addie and Wilbur talk about being ordinary. In Scene 2, Addie says, “We Tates have no delusions of grandeur.” In Scene 5, Wilbur calls himself and Orville “nobodies.” How are Addie’s and Wilbur’s ideas about being ordinary different?** *Addie is implying that ordinary people can’t do special things. Wilbur believes just the opposite: that anyone who is passionate and dedicated can achieve great things.*

## 5 Skill Focus: Structure

(15 minutes)

Have students work in their groups to complete the activity **Conquer the Sky**. This activity will prepare them to respond to the prompt on p. 21.



# Differentiation

## For Struggling Readers

How does the author of *Conquer the Sky* develop the theme that change can be both exciting and scary? Support your answer with text evidence.

## For Advanced Readers

J. K. Rowling once said, “It is impossible to live without failing at something, unless you live so cautiously that you might as well have not lived at all—in which case, you fail by default.” What did she mean? How does it apply to *Conquer the Sky*?

## Complexity Factors

See how this text will challenge your students.

**Levels of Meaning/Purpose:** Through the story of a young girl, the play shows how the Wright brothers developed the first airplane and inspired people around the world.

**Structure:** The play is mainly chronological but begins with a preview of the exciting final scene and ends with an epilogue.

### Language Conventionality and Clarity:

- **Vocabulary:** many challenging academic words (e.g., *somberly*, *rickety*, *delusions of grandeur*, *propel*, *trussing*)
- **Figurative Language:** similes, rhetorical questions, irony

**Knowledge Demands:** Some knowledge of geography will help readers understand how far the Wright brothers traveled to conduct their experiments, and how far Bea might travel to pursue her dream.

**Lexile:** not applicable

## Literature Connections

Other texts that explore the quest for human flight:

- “Daedalus and Icarus” (Greek myth)
- *Dragonwings* by Laurence Yep
- *Peter Pan* by J.M. Barrie

## ONLINE RESOURCES

**VIDEO:** Our “Time Machine” video takes students back to the early 20th century.

**AUDIO:** Listen to the poem read aloud.

### ACTIVITIES TO PRINT OR PROJECT:

- Video Discussion Questions\*
- Vocabulary\*
- Close-Reading and Critical-Thinking Questions\*
- Conquer the Sky\*
- Poetry Activity\*
- Literary Elements
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Making Inferences

\*Supports the lesson plan

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# Crisis at Chipotle

## Can this beloved burrito joint save its reputation?

**Preview:** How should a company handle a crisis?

Students find out through two fascinating nonfiction texts that explore how several businesses dealt with serious problems.

**Learning Objective:** to synthesize information from three nonfiction texts

**Key Skills:** key ideas, text structure, analyzing the development of an idea, inference, central idea, synthesis



## 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 **Themed Vocabulary** activity and review the words as a class. Highlighted words: *CEO, compensated, crisis, crisis managers, investors, marketing, regulators, stock price, transparent*
- Encourage students to use these vocabulary words in their writing and in class discussions about the article.
- Assign the practice activity as homework.

#### 2 Reading and Discussing "Crisis at Chipotle"

(35 minutes, activity sheet online)

- This article contains many complicated economic and business ideas, so it may be a stretch text for some students. As a scaffold, first play our audio version of the article while students follow along in their magazines. Then have them read the article again in small groups and discuss the following questions.

#### Close-Reading Questions

- ▶ According to the article, how did the food poisoning outbreaks damage Chipotle's reputation? (key idea) *According to Kristin Lewis, Chipotle built its reputation on the quality of its food. People considered the restaurant's food to be fresh and healthy. You can infer that when that same food began making people sick, it would have been especially surprising and upsetting for customers.*
- ▶ What is the main purpose of the story about United Airlines and Dave Carroll's guitar? What point is the author trying to make by including it? (text structure) *The story about United demonstrates how one isolated incident can become a major disaster for a company if the situation is not handled properly. The story makes the point that a company must be very careful about how it deals with a problem of any kind.*
- ▶ Kristin Lewis writes, "To some, it felt like the company wasn't taking the situation seriously, or worse, that its leaders didn't care." How does she

**develop this idea?** (analyzing the development of an idea) *Lewis develops this idea by explaining how the company responded in the early days of the crisis. She explains that leaders of the company “seemed invisible” at the start of the crisis and did not make a public statement about the first outbreak for months. She also includes an anecdote about a customer’s angry reaction to an insensitive sign posted by the company outside one of its closed restaurants.*

► **In “Outraged Diners,” Lewis lists ways that Chipotle initially responded to the food poisoning outbreaks. According to information in the article, what else should the company have done at that time?** (inference, key ideas) *Chipotle should have communicated with the public and explained to them exactly what the company was doing to solve the problem.*

► **Read the chart on page 13. List two key ideas of “Crisis at Chipotle” that this chart supports.** (synthesis, key ideas) *Answers will vary but may include: A company should respond to a crisis immediately; leaders need to be visible; taking responsibility and apologizing are important.*

• Print and distribute the activity sheet **Core Skill: Summarizing (Higher Level)**. As a class, work through the first set of questions. Assign the last question as homework. (Optional: Work through the lower-level version with students who need extra support.)

### “How to Handle a Crisis”

(15 minutes, activity sheet online)

• Read “How to Handle a Crisis” as a class. Then discuss the following questions.

#### Close-Reading Question

► **Study the steps that Johnson & Johnson took after the Tylenol poisonings (p. 14). What does it mean to be transparent? How did Johnson & Johnson show transparency?** (central idea) *To be transparent means*

*to be open and honest. Johnson & Johnson showed transparency by sharing everything it was doing to deal with the crisis. It even allowed reporters into the CEO’s office to observe, “in real time,” what was going on.*

### ESSENTIAL QUESTIONS

What responsibility does a brand have for its customers’ safety?  
.....

What is crisis management?  
.....

How can businesses repair their reputations?

### Critical-Thinking Questions

► **On page 13, Tim Calkins says he thinks “Chipotle should get a lot of credit” for its response to the crisis. Do you agree? Support your opinion with information from the texts. Answers will vary. Students may say they agree with Calkins, because Chipotle took steps to control the outbreaks and to prevent future ones, such as hiring a food-safety expert to create new safety standards. Students may say that they disagree, because the company took too long to communicate with the public.**

► **How was JetBlue’s response to its crisis similar to Johnson & Johnson’s?** (synthesis) *Like Johnson & Johnson, JetBlue took full responsibility for the crisis and did not place blame elsewhere. JetBlue also implemented a strategy to prevent the problem from happening again, as Johnson & Johnson did with the creation of its tamper-resistant bottle.*

► **In what ways can social media hurt a company in a crisis? In what ways can it help?** *Social media can turn a small problem into a big one by rapidly spreading information to a large number of people. A company cannot remove negative, or even false, information that is posted. On the other hand, social media allows a company to communicate with customers directly and quickly, which can help it be more transparent during a crisis.*

## 3 Skill Focus: Synthesizing

(20 minutes, activity online)

Distribute the **Handling a Crisis** activity sheet for students to complete on their own or in small groups. It will prepare students to respond to the writing prompt on page 14.

# Differentiation

## For Struggling Readers

In a short essay, explain the obstacles that a company might face when dealing with a crisis and how those obstacles could be overcome. Use details from both “Crisis at Chipotle” and “How to Handle a Crisis” to support your ideas.

## For Advanced Readers

You have been hired to create an advertisement to draw customers back to Chipotle. Come up with the advertisement. It can be in the form of a billboard, an e-mail, a Facebook or Twitter ad, or a TV commercial. Include a paragraph explaining why your advertisement would be successful.

## Complexity Factors

See how these texts will challenge your students.

**Purpose:** “Crisis at Chipotle” describes a food-poisoning scandal that occurred in 2015 and how the company handled it. “How to Handle a Crisis” uses Johnson & Johnson as an example of ideal crisis management.

**Structure:** “Crisis at Chipotle” includes narrative and informational passages, as well as sidebars with supplemental facts. “How to Handle a Crisis” consists of five short segments, each describing an action that a company took to cope with a crisis.

### Language Conventionalty and Clarity:

- **Vocabulary:** many challenging academic and domain-specific words (e.g., *regulators, crisis managers, stock price*)
- **Figurative Language:** metaphors, irony

**Knowledge Demands:** The texts refer to Boston College, Northwestern University, United Airlines, JetBlue, and the Justice Department.

**Lexile:** 990L (combined)

## Literature Connections

Explore how business or industry works:

- *Chew on This: Everything You Don’t Want to Know About Fast Food* by Eric Schlosser and Charles Wilson (nonfiction)
- “The Evolution of the Grocery Bag” by Henry Petroski (article)
- *Geeks: How Two Lost Boys Rode the Internet out of Idaho* by Jon Katz

## ONLINE RESOURCES

**AUDIO:** Listen to the articles read aloud.

### ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions\*
- Vocabulary\*
- Handling a Crisis\*
- Quiz (two levels)
- Contest Entry Form
- Core Skill: Summarizing (two levels)
- Core Skill: Text Features
- Core Skill: Central Ideas and Details
- Core Skill: Tone

\*Supports the lesson plan

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# The Day It Rained Cats

## A story of love, loss, and levitation

**Preview:** Sheera must decide whether to follow in her grandma's footsteps and learn to "lev" (levitate objects with her mind). As Sheera will discover, learning to lev requires significant sacrifices—but brings significant rewards.

**Learning Objective:** to identify a common theme in a fiction story and a personal essay

**Key Skills:** inference, word choice, character, foreshadowing, key ideas, plot, symbolism, tone



## 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. Let students know that they will find out what levving is in the story.

### 2 Reading and Discussing

#### "The Day It Rained Cats"

(25 minutes)

- Read the story once through as a class.
- Break students into groups to read the story again, pausing to discuss the close-reading questions. Have students write their answers in the margins.

#### Answers to Close-Reading Questions

**Inference** (p. 23) *Grandma's looking down suggests that she feels ashamed.*

**Word Choice** (p. 23) *The author has created a fictional world in which people have the ability to levitate objects; perhaps she imagined that a word for this ability would exist in this world that doesn't exist in ours. Maybe she was thinking of "lev" as a shortened version of "levitate," similar to how we say "text" instead of "send a text message to."*

**Character** (p. 24) *This line reveals that Grandma is a bit quirky; she says odd things and perhaps has her own way of doing things. It also suggest that she often has opinions about what other people should do.*

**Foreshadowing** (p. 24) *This line suggests that later, Sheera will let Grandma down. Sheera probably wouldn't mention that "at that moment" she really meant it unless at some other moment she found it hard to live up to her promise.*

**Character** (p. 24) *You can conclude that Grandma is a tough but fair teacher. She doesn't give out praise easily and has high expectations.*



► **Inference** (p. 25) *Kai is referring to when he tried to learn to lev and abandoned the effort.*

► **Word Choice** (p. 25) *“Barreling” tells you that the SUV was going dangerously fast.*

► **Character** (p. 26) *Earlier, Sheera tells us that levving requires intense concentration. In this moment, the situation is critical. As a result, her focus is no doubt incredibly strong.*

► **Character** (p. 26) *You can infer that the experience with Liam taught Sheera something about levving; it helped her find strength in herself.*

► **Plot** (p. 26) *Grandma is losing control of her levving ability. Her family wants her to stop levving because she might hurt herself or someone else.*

► **Inference** (p. 27) *Answers will vary. Students may say that Grandma is talking about Sheera’s life in general. Sheera is responsible for what she does with her life, and what she gets out of her life (what she harvests from her “garden”) will depend on what she puts into it.*

► **Symbolism** (p. 27) *Butterflies often symbolize freedom, change, growth, hope, new beginnings, joy, etc. The flying card might symbolize the big changes that have recently occurred in Sheera’s life—her learning to lev and the loss of her grandmother. The card could also symbolize Grandma living on through Sheera’s memories and Sheera’s levving.*

## “The Chance to Learn From My Dad”

(25 minutes)

- Read “The Chance to Learn From My Dad” aloud as students follow along in their magazines.
- As a class, discuss the following questions.

### Close-Reading Questions

(5 minutes, activity sheet online)

► **What is the tone of Christy Damio’s essay? Explain.** (tone) *The tone is regretful. Damio uses the phrases “I had missed my chance” and “I regret” as she looks back on her decision not to study guitar with her dad.*

► **Damio refers to her “missed opportunity.” In your own words, explain what opportunity Damio believes she missed.** (key ideas) *She is referring to the opportunity to learn guitar from her dad and in doing so, spend time with him and get to know more about him.*

## ESSENTIAL QUESTIONS

What makes a skill or tradition worth carrying on?  
.....

What is a legacy?  
.....

What kind of sacrifices are worth making?

## Critical-Thinking Questions

(5 minutes, activity sheet online)

► **How does Linda Sue Park establish Grandma’s character? What makes Grandma memorable?** *Grandma’s personality is revealed through her quirky expressions (“It’s your shower curtain”), her strong organizational skills, her ability as a levver, her aversion to hugging, her demanding teaching style, and her resilience and grace (she accepts that she can’t lev anymore).*

► **Is the ability to lev worth the sacrifices that Sheera makes? Why or why not?** *Answers will vary. Students might say no, because levving is an outdated skill. Others might say yes, because levving can still be very useful and even save someone’s life. Plus, it was only a year that Sheera had to spend in intense training. Students could also point to Damio’s essay and say that if Sheera hadn’t learned to lev, she might have regretted it later.*

► **Damio writes that if she could go back, she would have “taken Sheera’s path.” What does Damio mean?** *Damio means that she wishes that she had made a commitment to studying with her dad the way Sheera made a commitment to studying with her grandma. Damio believes that if she had, she would have enjoyed spending time with her dad, gotten to know him better, and learned more from him—not just about playing the guitar but about life in general.*

## 3 Skill Building

### Featured Skill: Theme

(15 minutes, activity sheet online)

Distribute the activity sheet **What Is Special?** It will prepare students for the writing prompt on page 27.

# Differentiation

## For Struggling Readers

In a well-organized paragraph, explain how Sheera changes over the course of the story. Use text evidence to support your ideas.

## For Advanced Readers

Imagine that Sheera has a younger cousin who will soon have to decide whether to learn to lev. Write a letter from Sheera to her cousin, offering advice on which path to choose. Include details from Sheera's experiences.

## Complexity Factors

See how these texts will challenge your students.

**Levels of Meaning/Purpose:** In this unusual coming-of-age story, the author explores themes of sacrifice and commitment, loss, family, and legacy.

**Structure:** The text begins with a flash forward to the story's climax. The story also includes foreshadowing and requires readers to make numerous inferences about character motivation and setting. The essay contains compare/contrast structures.

**Language Conventionality and Clarity:**

- **Vocabulary:** some higher academic vocabulary (e.g., *plummet*, *indignant*, *bristled*, *subtleties*), as well as the created words *lev*, *levving*, and *levver*.
- **Figurative language:** metaphors, onomatopoeia, irony, alliteration

**Knowledge Demands:** Familiarity with the fantasy genre will be helpful in reading the story; students must understand that this story takes place in an imaginary world. The essay refers to civil rights.

**Lexile:** 710L (story); 930L (essay)

## Literature Connections

Texts that explore the bond between generations:

- "The Grandfather" by Gary Soto (short story)
- "Two Kinds" by Amy Tan (short story)
- "The Wise Old Woman" retold by Yoshiko Uchida (Japanese folktale)

## ONLINE RESOURCES

### ACTIVITIES TO PRINT OR PROJECT:

- Close-Reading and Critical-Thinking Questions\*
- What Is Special?\*
- Literary Elements
- Quiz (two levels)
- DIY Vocabulary
- Contest Entry Form

\*Supports the lesson plan

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