

SCOPE

READ ▶ WRITE ▶ THINK ▶ CONNECT™



Issue Dates	SEPT. 7	SEPT. 21	OCT. 5	OCT. 19	NOV. 2	NOV. 16 & 30	DEC. 14	JAN. 11	JAN. 25	FEB. 8	FEB. 22	MAR. 8	MAR. 22	APR. 12	APR. 26	MAY 10
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VOL. 58 • NO. 16 • ISSN 0036-6412 • A SUPPLEMENT TO SCHOLASTIC SCOPE

SPECIAL ANNOUNCEMENT: *Scope* has a new look and features!

Scope got a face-lift! Yes, we were already beautiful, but even the most gorgeous creatures can use a little tweak now and then. We still have the things you love—the READERS THEATER PLAY, NEWS SHORTS, NONFICTION, SCOPE 100, READING-COMPREHENSION QUIZ, WRITING ACTIVITIES—but some of them are in different places or have been expanded or shortened.

For example, the play is on pages 8-13; Play Skills (Test Prep) is on page 22 and includes reading-comprehension questions about other articles in the issue; the back page (page 24) is a much longer Crossword Puzzle, which focuses ONLY on SCOPE 100 vocabulary words from this school year. We still have six SCOPE 100 words highlighted in red in the magazine, but the definitions and pronunciations can be found online at www.scholastic.com/scope or in this Teacher's Edition (page T-8).

We've also bulked up our Web site and have more features online that will help you go deeper with each issue. Check out our online offerings in the box below.

We would LOVE to get your feedback about the new features. Send us an e-mail to scopemag@scholastic.com.

Lucy Lehrer, Executive Editor



IN THIS TEACHER'S EDITION:

- T-2..... **INSIDE THE ISSUE:** Standards & Supplements
- T-3..... **LESSON 1:** *Avatar*
- T-3..... **LESSON 2:** Into the Killing Zone
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- T-7.. **WRITER'S TOOLBOX:** Iambic Pentameter
- T-8..... **SKILLS PAGE:** The SCOPE 100

IN OUR NEXT ISSUE MAY 10, 2010

Writer's Workshop: Persuasive Writing
Readers Theater Play: *The Last Airbender*
Interview: Spider-Man!



THIS ISSUE ONLINE

scholastic.com/scope

Our Web site is continually updated!

- Check out our **POWERPOINT** on sonnets and **VIDEO** about Vietnam!
- Find *Scope* on **FACEBOOK!**
FACEBOOK.COM/SCHOLASTICSCOPE
- **15 FREE** standards-based reproducibles (available April 12)

This Teacher's Edition is available online.



Scholastic *Scope*
EdPress Winner 2009



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INSIDE THE ISSUE: April 26, 2010

Article	Skills & Standards	Online Material(s)
The News, p. 2	<ul style="list-style-type: none"> reading for information NCTE standards 1, 2, 3, 5, 11	<ul style="list-style-type: none"> alliteration
The Issue: Thrill Killing, p. 4 (Graphic Organizer, p. T-5)	<ul style="list-style-type: none"> forming an opinion • critical thinking NCTE standards 1, 2, 3, 5	<ul style="list-style-type: none"> reading-comprehension quiz
The Interview: Taylor Lautner, p. 6	<ul style="list-style-type: none"> reading for information NCTE standards 1, 2, 3, 5, 7	<ul style="list-style-type: none"> conduct an interview
Readers Theater Play: Avatar, p. 8 (Lesson, p. T-3)	<ul style="list-style-type: none"> plot, character, setting, and tone fluency and expression reading comprehension NCTE standards 1, 2, 3, 5	<ul style="list-style-type: none"> make a video log editing activity create a Guide to Pandora
Nonfiction: Into the Killing Zone, p. 14 (Lesson, p. T-3)	<ul style="list-style-type: none"> understanding first-person • reading for information • interpreting a chart reading across the curriculum NCTE standards 1, 2, 3, 5	<ul style="list-style-type: none"> NEW FEATURE! Video about Vietnam! reading-comprehension quiz identifying main idea
Scope Serial: Love and Salamanders, p. 18	<ul style="list-style-type: none"> setting • plot • character reading comprehension • point of view NCTE standards 1, 2, 3, 4, 5	<ul style="list-style-type: none"> reading-comprehension quiz
Writer's Workshop: Be a Sonnet Superstar!, p. 20 (Iambic Pentameter, p. T-7)	<ul style="list-style-type: none"> understanding sonnets understanding poetic devices NCTE standards 1, 2, 3	<ul style="list-style-type: none"> NEW FEATURE! Sonnet PowerPoint! analyze a sonnet
Activities: Test Prep, p. 22	<ul style="list-style-type: none"> reading-comprehension interpreting text NCTE standards 1, 2, 3	<ul style="list-style-type: none"> making connections short-answer quiz
Activities: Your Turn, p. 23	<ul style="list-style-type: none"> interpreting text • visual literacy writing a headline NCTE standards 1, 2, 3, 5, 11	<ul style="list-style-type: none"> how to write a headline
Activities: The SCOPE 100, p. 24 (<i>Scope Skills</i> , p. T-8)	<ul style="list-style-type: none"> vocabulary acquisition • context clues NCTE standards 1, 2, 3, 6	<ul style="list-style-type: none"> SAT prep fill-in-the-blank sentences vocabulary quiz (antonyms)

NCTE & IRA MIDDLE-SCHOOL CURRICULUM STANDARDS

- | | | |
|---|--|---|
| <ol style="list-style-type: none"> 1. Range of materials. 2. Range of literary works. 3. Range of reading strategies. 4. Adjust use of language to communicate effectively. 5. Range of writing strategies. 6. Knowledge of language conventions. | <ol style="list-style-type: none"> 7. Conduct research, gather data, and communicate findings. 8. Students use a variety of technological and information resources. 9. Understand and respect diversity of language use across cultures. | <ol style="list-style-type: none"> 10. English-language learners use their first language for English fluency. 11. Participate as reflective, creative members of literacy community. 12. Use written language to achieve own goals. |
|---|--|---|



Lesson
1

Readers Theater Play: *Avatar*, p. 8

INTRODUCTION & SUMMARY

In *Scope*'s adaptation of James Cameron's blockbuster movie *Avatar*, your students will follow the adventures of Jake Sully, an ex-Marine who travels to the planet Pandora in the year 2154. The ruthless RDA Corporation hires Jake to participate in its avatar program, which enables humans to inhabit bodies that look and function like the bodies of Pandora's indigenous population, the Na'vi. Jake's mission is to help RDA exploit Pandora's resources. As Jake comes to know the Na'vi, however, he finds his allegiance changing. We've left the ending of the play a cliffhanger—on the off chance that some of your students haven't seen the movie!

OBJECTIVE

To practice fluency and expression

PRE-READING ACTIVITIES

Count how many students have seen the movie *Avatar*. Invite those who have seen it to offer one-sentence summaries.

DISCUSSION

1. How do the Na'vi regard animals? What suggests this? (*Neytiri's reaction to the Viperwolf incident and the way she teaches Jake to hunt reveal that the Na'vi have a deep respect for animals.*)
2. How do Jake's feelings about the Na'vi change during the course of the play? What causes this change? (*At first, Jake interacts with the Na'vi only because that is his job. He comes to love and respect the Na'vi as a result of learning more about them.*)
3. Do you think Jake is right to defy his superiors in order to help the Na'vi? (*Answers will vary.*)

4. What parallels can you draw between RDA's quest for unobtainium and real-world events? (*Answers will vary; students may mention the treatment of Native Americans or other indigenous peoples by European settlers, or the environmental damage sustained as we clear-cut forests, pollute the environment, etc., for the sake of profit and convenience.*)

EXTENSION: Creative Writing

Have students create a fact page for a planet of their own imagining. Students should briefly describe the planet's climate, people, geographical features, wildlife, etc. Illustrations are optional!

Resources: For worksheets listed in the grid (p. T-2), plus Web links, go to scholastic.com/scope.



Lesson
2

Nonfiction: *Into the Killing Zone*, p. 14

INTRODUCTION

In this excerpt from *24/7 Goes to War: Vietnam*, students will go behind the front lines with Lieutenant Frank Boccia as he prepares for the deadly battle of Hamburger Hill.

OBJECTIVES

To read for information; to understand voice

PRE-READING ACTIVITIES

Play the video clip on scholastic.com/scope, and ask the class what they learned. Then lead a discussion about the Vietnam War (1957-75). What do students know about this conflict?

Next, give the class a bit of background: This war was fought in Vietnam between the Communist-ruled north and the non-Communist south. The U.S. entered the war on the side of South Vietnam to prevent the spread of Communism. In the end, North Vietnam won—but not before nearly 60,000 Americans and more than a million Vietnamese had lost their lives.

DISCUSSION

1. What does Lieutenant Boccia mean when he says, "It was like the elephant in the room"? (*Everyone knew the A Shau Valley was a really dangerous place to be, but they were unwilling to discuss it.*)

2. How does Boccia describe the feeling of moving up the hill, as the sky fills with helicopters? (*He seems inspired, even excited, as he witnesses the scale of the upcoming attack. He compares it to D-Day.*)

3. How does the tone of Boccia's diary change as he heads into the jungle? (*He becomes more afraid.*)

EXTENSION: Write a Letter

Have students pretend to be Boccia. Ask them to write a letter to his wife on the eve of the battle of Hamburger Hill.

Resources: For worksheets listed in the grid (p. T-2), plus Web links, go to scholastic.com/scope.

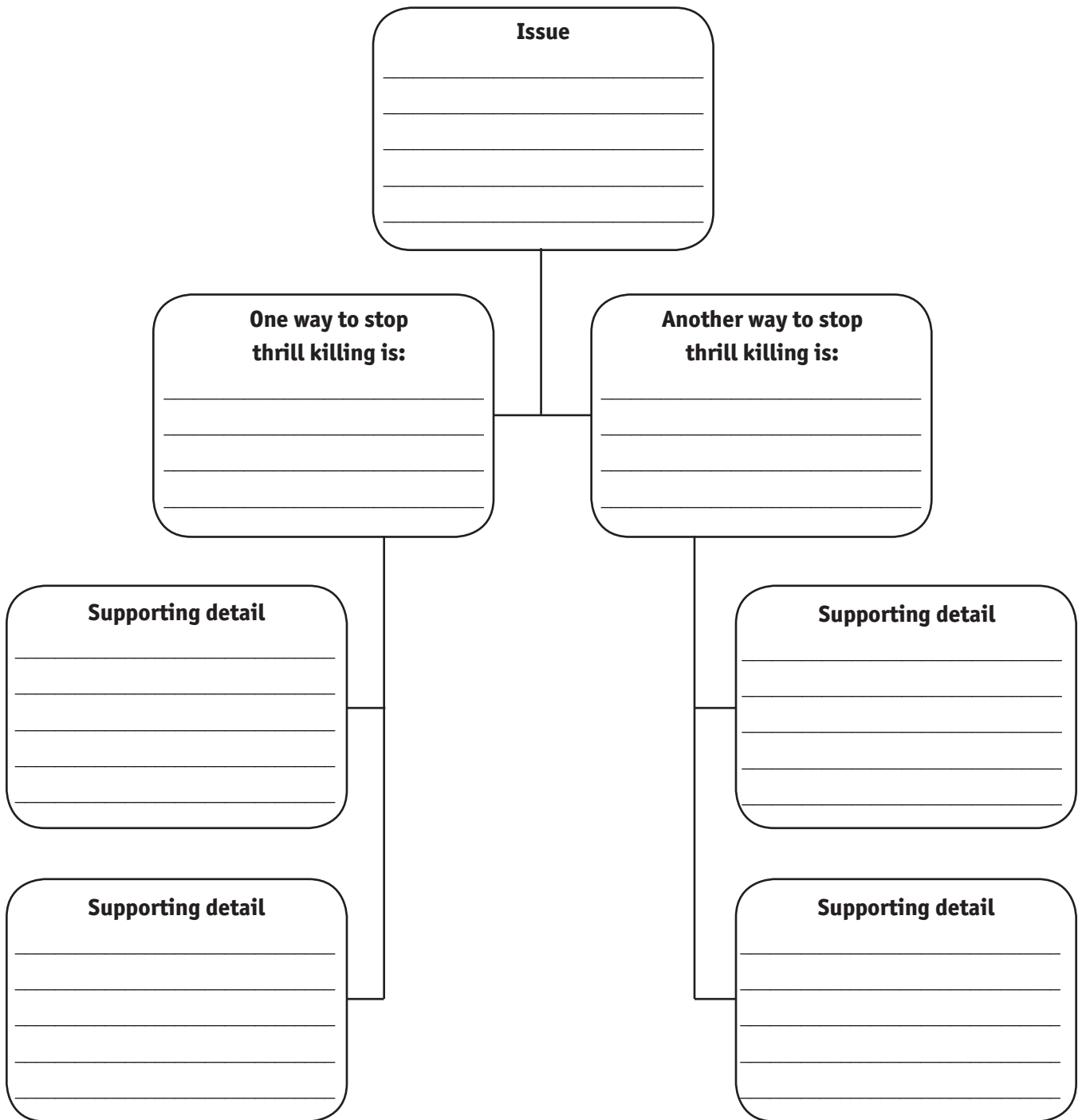
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Name: _____ Class: _____ Date: _____

Support an Argument

Available
as a PDF at
scholastic.com/scope

In this issue of *Scope*, you read about the problem of thrill killing. How do you think this terrible trend can be stopped? Use the graphic organizer below to arrange your thoughts.



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Transitive and Intransitive Verbs

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There are two kinds of action verbs: **transitive** and **intransitive**. Transitive verbs always have an object. For example, in the sentence "I sold the guitar," "sold" is a transitive verb and "guitar" is the direct object. Intransitive verbs don't have direct objects. For example, in the sentence "I slept," "slept" is an intransitive verb because it doesn't require a direct object.

A good way to figure out if a verb is transitive or intransitive is to ask "What?" or "Whom?" after the verb in question. If the sentence answers either question, then the verb is transitive and has a direct object.

Transitive example:

Sarah walked the dog.

Walked who or what? the dog

"walked" is transitive; "dog" is the direct object

Intransitive example:

Robert wandered through the mall.

Wandered who? Wandered what?

No word in the sentence answers the question.

"wandered" is intransitive

Directions: Read the sentences below. Next to each sentence, write **T** if the verb is transitive or **I** if the verb is intransitive.

-
- _____ 1. Emma studied all night.
 - _____ 2. Charlie studied the textbook.
 - _____ 3. Mr. Martinez bought an antique couch.
 - _____ 4. My neighbor jogs every morning.
 - _____ 5. My boyfriend cried during *Titanic*.
 - _____ 6. The cello player practices in the park.
 - _____ 7. I serenaded my grandmother on her birthday.
 - _____ 8. I slept soundly last night.
 - _____ 9. My sister memorized every song from *West Side Story*.
 - _____ 10. The basketball team won the game.

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Iambic Pentameter

Rhythm, or meter, is an important element of poetry. As you learned in the article "Be a Sonnet Superstar!" in this issue of *Scope*, iambic pentameter is one type of meter. Complete the worksheet below to practice identifying and writing iambic pentameter.

I. What is iambic pentameter?

Let's look at these two terms separately. An **iamb** is an unstressed syllable followed by a stressed syllable. Say the words *between*, *mature*, and *instead*. These are iambs. In poetry, rhythmic units are called "feet." An iamb is a kind of foot.

Pentameter means that the foot is repeated five times. It has the Greek root *penta-*, which means five. (Think of a pentagon; it has five sides.)

Now put the terms "iamb" and "pentameter" together. **Iambic pentameter** is a line of poetry with five iambs in it. It has this rhythm:

da DUM / da DUM / da DUM / da DUM / da DUM

II. Who uses iambic pentameter?

Iambic pentameter is one of the most common meters in poetry. William Shakespeare is famous for using it in both his plays and his poems. Check out the first four lines of Sonnet XVIII.

Shall I compare thee to a summer's day?

Thou art more lovely and more temperate:

Rough winds do shake the darling buds of May

And summer's lease hath all too short a date:

YOUR TURN

Clap out the rhythms of the above sonnet. Then draw slashes in each line to show how they break into iambs. Finally, underline the stressed syllables. This is how the first line will look:

Shall I / compare / thee to / a sum / mer's day?

III. Craft your own poem!

Writing in iambic pentameter requires thought and discipline to find just the right words. Create your own poem using iambic pentameter. If you don't get the right rhythm or number of syllables at first, think about how you can rephrase your thoughts or use different words to express yourself. Use the lines below to write your poem. Continue on the back if you wish.

/ / / /

/ / / /

/ / / /

/ / / /

/ / / /

/ / / /

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The SCOPE 100

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You learned six SCOPE 100 words in this issue. Use this guide to familiarize yourself with each word's meaning and pronunciation.

1. connoisseur *n* [kaw-no-SYEWR]: someone who has a lot of knowledge in a particular field and is qualified to be a critical judge
synonyms: expert, specialist

2. expropriate *v* [eks-PRO-pree-ayt] to take property or possessions from someone
synonyms: claim, seize

3. inclination *n* [ihn-klih-NAY-shun]: feeling that pushes someone to do something
synonym: tendency

4. insinuate *v* [ihn-SIHN-yew-ayt] to hint at something
synonym: imply

5. pretentious *adj* [preh-TEHN-shus] behaving as though you're more important or special than you are
synonyms: showy, pompous

6. pungent *adj* [PUHN-juhnt] having a strong or powerful smell or taste
synonyms: strong, overpowering

YOUR TURN

Use the lines below to write six sentences that each use one of the SCOPE 100 words above.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

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