

Name: _____ Date: _____

Making Inferences

Making an inference means using clues from the text to figure out something the author doesn't tell you directly.

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. On page 21, the narrator says her dad died, then explains further:</p> <p><i>"Ran off. That's what Nicky says. A week before the fire. Couldn't take it. The recession and all. No job. No hope.</i></p> <p>Mama says it won't be forever, but I prefer to say he died. I can deal with it that way. Besides, we don't want him back."</p>	<p><i>What can you infer about how the narrator feels about her dad?</i></p> <p>From the statements "I prefer to say he died" and "we don't want him back," you can infer that the narrator is angry at her father for leaving and is still trying to cope with his absence.</p>
<p>2. Find two lines in the story that support the inference on the right.</p>	<p>The narrator's mother and grandmother have a difficult relationship.</p>
<p>3. On page 22, the narrator's friend, Ann Marie, touches the egg, feels it pulsing, and abruptly leaves:</p> <p>"Ann Marie touched it, then jerked back as if the egg were scalding hot.</p> <p>"I'm going home now," Ann Marie said.</p> <p>"But aren't you the one who dragged me to see all those horror movies and—"</p> <p>"Movies aren't real," she said.</p> <p>Ann Marie hastily snatched her books and ran from the room."</p>	<p><i>What can you infer about how Ann Marie is feeling at this moment?</i></p>

Clues	Inference
<p>4. Find two lines in the story that support the inference on the right.</p>	<p>The family is struggling with money problems.</p>
<p>5. Consider these two moments in the story:</p> <p>“When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.” (p. 23)</p> <p>“‘Dad!’ I shouted, and he dropped the bag to gather me up against his chest. As I snuggled my face into his sturdy shoulder, the scent of ashes and cinnamon and cloves washed over me.” (p. 23)</p>	<p><i>Why do you think the phoenix and the narrator’s father smell the same?</i></p>

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

In this activity, you will consider the mood of an excerpt from page 23 of "Phoenix Farm":

I continued to observe the egg. I was the only one watching when it hatched. How such a large bird got into such a small egg I'll never know. But that's magic for you. The bird rose slowly from the shell, pushing the top part with its golden head. Its beak was golden too and curved like a scimitar. Its eyes were hooded and dark. When it stared out at me, I felt drawn in.

The bird gave a sudden shudder and heaved itself farther out of the egg, revealing its wings—all blue and scarlet and gold and shimmery, like wet seashells. It shook its wings, stretching and elongating them outward, its wingspan wide enough to touch from one side of the dresser to the other, each resplendent feather radiating sparkles of light.

Another shudder and the bird stood free of the shell entirely, though a small piece clung stubbornly to the tip of one wing. I reached over and gently freed it, only to sear my finger when I brushed the feather. The bird's scarlet body and scaly golden feet pulsed with heat.

"What *are* you?" I whispered, then stuck my burnt finger in my mouth to soothe it.

If this mysterious bird could answer me, it didn't; it just pumped its wings, which grew wider from one moment to the next. Outside, the Santa Ana winds, hot and heavy and thick, blew strong. I hurried to the window and flung it open, holding the curtain aside as a rush of air tumbled into the room.

The bird did not seem to notice my effort, but still it flew unerringly outside. I watched it land on a fence post, then on the roof of Grandma's barn. At last, it headed straight toward the city, the setting sun making a fire in its feathers.

When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.

1. In the box below, write one or two words that describe the mood of the excerpt:

Now let's look at what creates this mood.

2. Plot

Briefly explain how what is happening helps create the mood that you identified.

3. Narration/Tone

What the narrator says and how she says it helps create the mood.

UNDERLINE at least three things the narrator says that help create the mood you identified.

4. Word Choice

Look at all of the vivid verbs author Jane Yolen uses! These words help create the mood.

CIRCLE at least five verbs in the scene that help create the mood you identified.

5. Imagery

The imagery Yolen uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—and is also known as sensory details.)

PLACE A STAR NEXT TO at least three sensory details in the passage that create the mood you identified.

6. Mood Music

Imagine that you are going to make a movie based on "Phoenix Farm." For this particular scene, what kind of music would you choose to play in the background? You can name a particular song or just describe the type of music you would choose.

Music:

Why I'd choose this music:

Name: _____ Date: _____

Exploring Mood

Mood is the feeling you get from reading a piece of writing. Another way to describe mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you "walk into" a story, it too has an atmosphere that creates a feeling. Writers create mood through word choice, imagery, dialogue, setting, and plot.

You'll find out what the marks are for when you read the next page.

In this activity, you will consider the mood of an excerpt from page 23 of "Phoenix Farm":

I continued to observe the egg. I was the only one watching when it hatched. How such a large bird got into such a small egg I'll never know. But that's magic for you. The bird rose slowly from the shell, pushing the top part with its golden head. Its beak was golden too and curved like a scimitar. Its eyes were hooded and dark. When it stared out at me, I felt drawn in.

The bird gave a sudden shudder and heaved itself farther out of the egg, revealing its wings—all blue and scarlet and gold and shimmery, like wet seashells. It shook its wings, stretching and elongating them outward, its wingspan wide enough to touch from one side of the dresser to the other, each resplendent feather radiating sparkles of light.

Another shudder and the bird stood free of the shell entirely, though a small piece clung stubbornly to the tip of one wing. I reached over and gently freed it, only to sear my finger when I brushed the feather. The bird's scarlet body and scaly golden feet pulsed with heat.

"What are you?" I whispered, then stuck my burnt finger in my mouth to soothe it.

If this mysterious bird could answer me, it didn't; it just pumped its wings, which grew wider from one moment to the next. Outside, the Santa Ana winds, hot and heavy and thick, blew strong. I hurried to the window and flung it open, holding the curtain aside as a rush of air tumbled into the room.

The bird did not seem to notice my effort, but still it flew unerringly outside. I watched it land on a fence post, then on the roof of Grandma's barn. At last, it headed straight toward the city, the setting sun making a fire in its feathers.

When I could no longer see the bird, I turned around. The room smelled odd—like the ashes of a fire, but like something else too. Cinnamon. Cloves.

Here are two words that could be used to describe the mood of the passage:

magical, wondrous

Psst!
Wondrous
means "causing wonder or amazement."

Now let's look at what creates this mood.

1. Plot

Complete the sentences below to explain how what is happening in the scene helps create the magical and wondrous mood.

The narrator is watching as _____
_____.

This is a magical and wondrous experience.

2. Narration/Tone

What the narrator says and how she says it helps create the mood.

We underlined one line of dialogue that helps create the magical and wondrous mood. **UNDERLINE two more lines of dialogue that do this.**

3. Word Choice

Look at all of the vivid verbs author Jane Yolen uses! These words help create the mood.

We circled one verb that helps create a magical and wondrous mood. **CIRCLE at least three more vivid verbs.**

4. Imagery

The imagery Yolen uses also helps create the mood. (Imagery is description that appeals to the reader's sense of sight, hearing, taste, smell, or touch—and is also known as sensory details.)

We placed a star by one sensory detail that helps create the magical and wondrous mood. **PLACE A STAR BY at least two more sensory details.**

5. Mood Music

Imagine that you are going to make a movie based on "Phoenix Farm." For this particular scene, what kind of music would you choose to play in the background? You can name a particular song or just describe the type of music you would choose.

Music:

Why I'd choose this music:

Identifying Mood

Mood is the feeling the reader gets from a work of literature. Another way to describe mood is atmosphere. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a text, it too has an atmosphere that makes you feel a certain way. For example, the mood could be *calm*, *creepy*, *romantic*, *gloomy*, or *tense*. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a text, or it can change.

Name: _____ Date: _____

Mood Words

Mood is the feeling the reader gets from a work of literature. There are *many* different words you can use to describe the mood of a piece of writing. Here are some to get you started. They are organized into groups of words with similar meanings. We've left space in each box so you can add your own words.

angry

aggravated, enraged, hostile, irate,
violent

happy

content, joyful, delighted, ecstatic, elated

boring

dreary, dull, uneventful, tiring

loving

warm, delicate, romantic, touching,
sympathetic

calm

quiet, serene, tranquil, mellow, harmonious

sad

depressed, melancholy, mournful, tragic,
gloomy

exciting

exhilarating, lively, rousing, thrilling,
energetic

scary

creepy, nightmarish, spooky, haunting,
threatening

fun

amusing, bouncy, cheerful, playful

worried

anxious, nervous, restless, suspenseful, tense,
uneasy

Name: _____ Date: _____

Theme: Endings and Beginnings

Directions: Read "Phoenix Farm" and "The Myth of the Phoenix." Then complete the activity below, which will prepare you to respond to the writing prompt on page 24.

Rebirth

According to the introduction to "The Myth of the Phoenix" on page 24, what all stories about phoenix-like birds have in common is the idea of rebirth.

1. Rebirth is the idea that _____.

Please
complete the
sentence.

Now you will look at how the theme of rebirth is developed in "Phoenix Farm" by Jane Yolen.

The Fire

2. "Phoenix Farm" begins with a fire. In what ways is the fire an ending? Use text evidence to support your ideas.

3. What does the narrator say that suggests the fire might be a new beginning?

The Bird

4. It is never directly stated that the egg the narrator finds is that of a phoenix. How can you conclude that the egg *is* a phoenix egg? Use details from “Phoenix Farm” and from “The Myth of the Phoenix” to support your answer.
5. How is the theme of rebirth developed through what happens with the egg?

The Dad

6. At the beginning of the story, what tells you that the narrator thinks of her relationship with her dad as having ended?
7. At the end of the story, the narrator’s dad returns. What suggests that the narrator and her dad are off to a fresh start—that their relationship has had a rebirth?

Name: _____ Date: _____

Close-Reading Questions

"Phoenix Farm"

1. What does this simile help you understand? (figurative language, page 21)

2. Why might it be easier for the narrator to think of him as dead? (character, page 21)

3. After reading the story, explain the importance of this line. (theme, page 21)

4. Why might the narrator not have complained during the drive? (theme, page 21)

- ©2018 BY SCHOLASTIC INC. TEACHERS MAY PROJECT OR MAKE COPIES OF THIS PAGE TO DISTRIBUTE TO STUDENTS.

Name: _____ Date: _____

Critical-Thinking Questions

"Phoenix Farm" and "The Myth of the Phoenix"

1. What details from the myth of the phoenix does author Jane Yolen weave into "Phoenix Farm"? (key ideas)
2. Do you think being familiar with the myth of the phoenix increases readers' understanding or enjoyment of "Phoenix Farm"?
3. Do you think the narrator's experience with the egg and the magical bird that hatches from it affects her feelings about her dad's return at the end of the story? Explain.



"Phoenix Farm"

Respond to each statement by checking "agree" or "disagree." Be prepared to justify your responses.

	Agree	Disagree
1. No family is perfect.		
2. Tragedy can be a source of strength.		
3. "Every new beginning comes from some other beginning's end."—Seneca		
4. We all cope with anger and pain in the same way.		
5. Life can change for better or worse in an instant.		
6. Everyone deserves a second chance.		
7. It's not what happens to you that matters, but how you handle it.		
8. Life doesn't get easier; we get stronger.		
9. To open a door to the future, you have to close a door on the past.		

Name: _____ Date: _____

"Phoenix Farm"

Character Thinking Tool

The questions in this activity are about
the narrator

1. A. How does the narrator react to her family's apartment being destroyed by a fire?

B. Why do you think she reacts this way?

2. At the beginning of the story, the narrator reveals that her dad abandoned the family. As she talks about how she, her brother, and her mom felt about her dad, she says, "Besides, we don't want him back."

Do you think she really felt this way—that she really didn't want her dad to come back? Explain.

3. A. Compare the way the narrator and her best friend react when the egg begins to hatch.

B. How would you have reacted to the egg's hatching?

4. At the end of the story, when the narrator's dad shows up at the farm, the narrator throw her arms around him. She says, "Grandma would be furious of course. Nicky and Mama might be too. But I didn't care. There's dead, and there's not dead. Sometimes it's better to rise up out of the ashes, singing" (23).

A. What does she mean?

B. Does her reaction to her father's return surprise you? Explain.

5. Would you want to be friends with the narrator? Explain.

Glossary of Literary Terms

alliteration (uh-LIH-tuh-RAY-shuhn): When two or more words in a group of words begin with the same sound (usually, the same letter or group of letters). For example: *Anne's awesome apple; Fred's frozen french fries*. See also: *figurative language*.

antagonist (an-TAG-uh-nist): The opponent or enemy of the main character, or protagonist. See also: *protagonist*.

aside (uh-SAHYD): Words spoken to the audience by a character in a drama that are not supposed to be heard by the other characters onstage. An aside is usually used to let the audience know what a character is thinking.

characterization (kar-ik-ter-uh-ZAY-shun): The means through which an author reveals a character's personality. Characterization may be *direct* or *indirect*. In **direct characterization**, the writer or a narrator tells the reader what the character is like: "Ben was a quiet, serious boy." In **indirect characterization**, the author shows the reader or audience member what the character is like through (1) how the character looks, (2) what the character does, (3) what the character says, (4) what the character thinks, and (5) how the character affects other characters. From these five things, the reader or audience member understands the character's personality.

climax (KLAHY-maks): The point in a play, novel, short story, or narrative poem at which the conflict reaches its greatest intensity and is then resolved. The climax is also the part of a narrative when the reader or audience member experiences the most-intense emotions. See also: *plot*.

conflict (KAHN-flikt): A struggle between opposing forces. A conflict may be external (between the character and another person, society, nature, or technology) or internal (a struggle within the character).

dialogue (DAH-uh-lawg): The conversation between characters in a work of literature.

dynamic character (dahy-NAM-ik KAR-ik-ter): A character who undergoes a significant internal change over the course of a story. This may be a change in understanding, values, insight, etc. See also: *static character*.

figurative language (FIG-yer-uh-tiv LANG-gwidj): The *literal* meaning of a word is its definition as you would find it in a dictionary. Figurative language uses words in some way *other* than for their literal meanings to make a comparison, add emphasis, or say something in a fresh and creative way. Examples of figurative language include *alliteration*, *hyperbole*, *idiom*, *imagery*, *metaphor*, *onomatopoeia*, *personification*, and *simile*. (You can find definitions of these words in this glossary.)

flashback (FLASH-bak): A scene in a story that occurred before the present time in the story. Flashbacks provide background information about events happening during the current narration. They may be presented as memories, dreams, or stories of the past told by characters.

foreshadowing (for-SHAD-oh-ing): Clues or hints about something that is going to happen later in the story. Authors use foreshadowing to build suspense and to prepare the reader for what happens later.

hyperbole (hahy-PUR-buh-lee): Extreme exaggeration used for emphasis or effect; an extravagant statement that is not meant to be taken literally. For example: “I almost died of boredom.” Hyperbole is frequently used in humorous writing. See also: *figurative language*.

idiom (ID-ee-um): An expression that cannot be understood from the meanings of its individual words. For example, “it’s raining cats and dogs” is an idiom that means it’s raining really hard—but there is no way to know that from the meanings of its individual words. See also: *figurative language*.

imagery (IH-muhj-ree): Language that portrays *sensory experiences*, or experiences of the five senses: sight, hearing, smell, taste, and touch. Authors use imagery to describe actions, characters, objects, and ideas, and to heighten the emotional effect of their writing. One way authors create imagery is through the use of figurative language. See also: *figurative language*.

irony (AHY-ruh-nee): There are three types of irony: (1) **dramatic irony**, when the reader or audience member is aware of something that the characters are not aware of; (2) **situational irony**, when something happens that is the reverse of what you expected; and (3) **verbal irony**, when the name or description of something implies the opposite of the truth (for example, calling a very tall person “Tiny”).

major character (MEY-jer KAR-ik-ter): A main or important character; a character who plays a large role in a story. Major characters usually face some sort of obstacle, and they will be present

throughout all, or almost all, of a story. A story can have one major character or several. See also: *minor character*.

metaphor (MET-uh-for): The comparison of two unlike things to illuminate a particular quality or aspect of one of those things. For example, “Karen was a ray of sunshine” is a metaphor in which Karen is compared with a ray of sunshine. The metaphor suggests that Karen was cheerful, happy, warm, hopeful—qualities we associate with the sun. Metaphors state that one thing *is* something else; they do not use the words *like* or *as*. See also: *figurative language*, *simile*.

minor character (MY-ner KAR-ik-ter): A character who does not play a large role in a story. Minor characters usually do not face any obstacles during the course of the story, and they usually do not change during the course of the story. The reader does not usually learn much about minor characters. They are just there for the major characters to interact with and to help advance the plot. See also: *major character*.

mood (mood): The feeling the reader gets from a work of literature. Another way to describe a story’s mood is *atmosphere*. When you walk into a place, it has an atmosphere that makes you feel a certain way; when you “walk into” a story, it too has an atmosphere that makes you feel a certain way. For example, the mood could be calm, creepy, romantic, sad, or tense. Authors create mood through word choice, imagery, dialogue, setting, and plot. The mood can stay the same from the beginning to the end of a story, or it can change.

onomatopoeia (on-uh-maht-uh-PEE-uh): The use of words whose sounds imitate the sounds of what they describe, such as *hiss*, *murmur*, *growl*, *honk*, *buzz*, *woof*, etc. See also: *figurative language*.

personification (per-son-uh-fih-KAY-shun): Describing nonhuman animals, objects, or ideas as though they possess human qualities or emotions. For example: “The moon smiled down at her,” “I felt the cold hand of death on my shoulder,” “There is a battle being fought in my garden between the flowers and the weeds.”

plot (plaht): The sequence of events in a story. The plot includes the opening event (what happens at the beginning/the main problem that the main character faces), the rising action (what happens to intensify the problem), the climax (when the problem reaches its most intense point and begins to be resolved), the falling action (what happens to solve the problem), and the resolution (how things end).

point of view (poynt uhv vyoo): The perspective from which a story is told. In other words, who is telling the story—a character in the story or an outside narrator. There are several types of point of view: (1) **first-person point of view**, where the narrator is a character in the story who describes things from his or her own perspective and refers to himself or herself as “I”; (2) **third-person limited point of view**, where the narrator is not a character in the story but the narrator can describe the experiences and thoughts of only one character in the story; (3) **third-person omniscient point of view**, where the narrator is not one of the characters and is able to describe the experiences and thoughts of every character in the story.

protagonist (proh-TAG-uh-nist): The main or central character of a work of literature. Usually, the main character is involved in a conflict or struggle with the antagonist. See also: *antagonist*.

setting (SEHT-ing): The environment in which a story takes place, including the time period, the location, and the physical characteristics of the surroundings.

simile (SIM-uh-lee): When two unlike things are compared—using *like* or *as*—in order to illuminate a particular quality or aspect of one of those things. For example, “Randy’s voice is like melted chocolate” is a simile in which Randy’s voice is compared to melted chocolate. The simile suggests that Randy’s voice is rich, smooth, sweet, warm—qualities we associate with melted chocolate. See also: *figurative language, metaphor*.

static character (STAT-ik KAR-ik-ter): A character who does not undergo a significant change over the course of a story. See also: *dynamic character*.

symbol (SIM-buhl): An object, setting, event, animal, or person that on one level is itself, but that has another meaning as well. For example, the American flag is really a piece of fabric with stars and stripes on it, but it also represents the United States and ideals like freedom, patriotism, and pride. In a story or play, rain could be a symbol; the rain would really be rain, but it might also represent an idea like sadness or leaving the past behind. *Symbolize* means “to be a symbol of.”

symbolism (SIM-buhl-izm): The practice of using symbols. See also: *symbol*.

theme (theem): A story’s main message or moral.

tone (tohn): The author’s attitude toward the subject matter or toward the reader or audience. Words that could describe tone include *doubtful, humorous, gleeful, serious, and questioning*. Tone is conveyed through the author’s word choices and the details that he or she includes.

Name: _____ Date: _____

Listen to the
words and
definitions read
aloud at Scope
Online.

Vocabulary:

"The Myth of the Phoenix"

- 1. aromatic (ar-uh-MAT-ik)** *adjective*; An aroma (uh-ROH-muh) is a noticeable and usually pleasant smell. If something is aromatic, it smells good. Many trees have aromatic flowers. The aromatic spices simmering in your grandma's spaghetti sauce might make your mouth water. You wouldn't say that your brother's dirty gym socks are aromatic; they just stink.
- 2. demise (dih-MAYHZ)** *noun*; *Demise* means "death." In the sixth book of the Harry Potter series, Hogwarts students grieve Professor Dumbledore's demise. *Demise* can also refer to the end of something if that end is like a death. Movie streaming services like Netflix caused the demise of video rental stores like Blockbuster.
- 3. plumage (PLOO-mij)** *noun*; *Plumage* is what you call the feathers that cover the body of a bird. Peacocks have colorful, fan-like plumage on their tails.
- 4. solitude (SOL-ih-tood)** *noun*; Solitude is the state of being alone or far away from society, usually because you want to be. You might go to your room to do your homework in solitude. The solitude of a forest—far away from people and the noise of the city—might make you feel calm and peaceful.

Directions: In the space below, list any other words from the myth whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence.

Vocabulary Practice

"The Myth of the Phoenix"

Directions: Below are titles and summaries for imaginary books. Choose the best title for each book. Briefly explain your choices. (There is one title you will not use.)

BOOK TITLES

- A. *Solitude for Beginners*
- B. *The Great Demise*
- C. *Let's Look at Plumage*
- D. *That's Aromatic!*

1. Paleontologist Christina Brown discusses the various theories behind the sudden disappearance of dinosaurs from Earth.

Title (A-D): _____ Why I chose this title: _____

2. This illustrated guide from the Wildlife Society helps beginning birdwatchers identify birds in flight by their feather colors and patterns.

Title (A-D): _____ Why I chose this title: _____

3. While on a camping trip with his parents in the middle of nowhere, Sam comes to appreciate NOT sharing every moment of his life on social media.

Title (A-D): _____ Why I chose this title: _____

Directions: Fill in the circle next to the best answer to each question.

4. Which of the following is LEAST similar in meaning to *aromatic*?
- Ⓐ fragrant
 - Ⓑ perfumed
 - Ⓒ scented
 - Ⓓ reeking
5. Which of the following animals has plumage?
- Ⓐ a great white shark
 - Ⓑ a turkey
 - Ⓒ a kangaroo
 - Ⓓ a crocodile
6. Which of the following describes something Ann did in solitude?
- Ⓐ She read a novel silently in her favorite nook of the library.
 - Ⓑ She played a game of dodgeball with her classmates.
 - Ⓒ She ate lunch at a table full of friends.
 - Ⓓ She participated in a student council meeting.
7. John's dad walks in the house and says, "I'd like to announce the demise of the wasps that have been living under our porch!" What does he mean?
- Ⓐ He is warning the family that wasps have built a nest under the porch.
 - Ⓑ He is telling the family that he got rid of the wasps under the porch.
 - Ⓒ He is informing the family that he gave up on trying to get rid of the wasps.
 - Ⓓ He is expressing his surprise that there are wasps under the porch.

SKILL: Vocabulary Acquisition, page 1 of 4

DIY Vocabulary

Welcome to do-it-yourself vocabulary! We're leaving it to you to teach yourself the meanings of new words you encounter in a *Scope* article or story.

Directions: First, in the space provided, write the name of the article or story you are working on. Then find three to seven words in that article or story that are new to you, or whose meanings you are not sure about. Write each word in one of the gray tabs, followed by the page number where it appears. Then write what you think the word means, based on context clues. After that, look up the word in a dictionary and write down its dictionary definition. Finally, use the word in a sentence.

Article or Story:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means based, on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

	page:
--	-------

What I think the word means, based on context clues:

Dictionary definition:

Example sentence:

Name: _____ Date: _____

“Phoenix Farm” Quiz

Directions: Read “Phoenix Farm” and “The Myth of the Phoenix.” Then answer the questions below.

1. On page 22, the narrator says, “Then the phone rang and he ran out of the room, expecting, I guess, that it would be Courtney or Brittany or another of his girlfriends named after spaniels.” The narrator’s tone in this line could BEST be described as
 (A) admiring.
 (B) annoyed.
 (C) uninterested.
 (D) concerned.
2. On page 22, the narrator says, “The gray-green shell seemed to be taking minute breaths, pulsing in and out, in and out, like a tiny brittle ocean.” Context clues reveal that *minute* [my-NOOT] most closely means
 (A) immeasurably small.
 (B) much larger or more powerful than normal.
 (C) making a noticeable or strong sound.
 (D) not smooth or following a regular pattern.
3. Which detail would be LEAST important to include in a summary of the story?
 (A) The narrator finds a magical egg.
 (B) The family’s apartment burns down.
 (C) The narrator’s dad returns after finding a job.
 (D) The narrator’s mother used to be a track star.
4. Which BEST describes the narrator’s feelings at the end of the story?
 (A) aware of how much she lost in the fire
 (B) confused about where her father has been
 (C) worried about her grandmother’s anger
 (D) hopeful about her family starting a new life
5. Which statement best expresses a theme of the story?
 (A) The recession causes the narrator’s dad to abandon the family.
 (B) From endings can come new beginnings.
 (C) Always listen to your elders.
 (D) The phoenix flies off to start its new life.
6. Which pair of lines BEST supports your answer to question 5?
 (A) “Having gratitude for someone doesn’t make you like them” ; “Grandma would be furious of course.”
 (B) “And then he stopped, because all of Dad’s books had been consumed in the fire” ; “Mama cried, though—about the photos, mostly.”
 (C) “The grammar bothered me more than what it said” ; “I didn’t know about the fire.”
 (D) “It was as if we could start fresh and all the rest of it had been burned away” ; “Sometimes it’s better to rise up out of the ashes, singing.”

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. Describe the relationship between Grandma and Mama. Use text evidence to support your answer.
8. What does the family in “Phoenix Farm” have in common with the mythological phoenix? Use details from both “Phoenix Farm” and “The Myth of the Phoenix” to support your answer.

Name: _____ Date: _____

“Phoenix Farm” Quiz

Directions: Read “Phoenix Farm” and “The Myth of the Phoenix.” Then answer the questions below.

1. On page 22, the narrator says, “Then the phone rang and he ran out of the room, expecting, I guess, that it would be Courtney or Brittany or another of his girlfriends named after spaniels.” The narrator’s attitude toward the girls calling her brother could BEST be described as
 (A) admiring.
 (B) annoyed.
 (C) uninterested.
 (D) worried.
2. On page 22, the narrator says, “The gray-green shell seemed to be taking minute breaths, pulsing in and out, in and out, like a tiny brittle ocean.” Context clues reveal that *minute* [my-NOOT] most closely means
 (A) very small.
 (B) loud.
 (C) uneven.
 (D) giant.
3. Which detail would be MOST important to include in a summary of the story?
 (A) Neighbors donate clothes to the family.
 (B) Nicky takes a burnt basketball from the ashes.
 (C) The narrator’s mother used to be a track star.
 (D) The narrator’s dad returns to his family after finding a new job.
4. Which BEST describes the narrator’s feelings after her father arrives at her grandma’s house?
 (A) angry
 (B) worried
 (C) confused
 (D) hopeful
5. Which statement best expresses a theme of the story?
 (A) The recession caused the narrator’s dad to abandon his family.
 (B) From endings can come new beginnings.
 (C) Always listen to your elders.
 (D) The phoenix flew off to start its new life.
6. Which of the following lines BEST supports your answer to question 5?
 (A) “Grandma would be furious of course.” (p. 23)
 (B) “And then he stopped, because all of Dad’s books had been consumed in the fire.” (p. 22)
 (C) “Having gratitude for someone doesn’t make you like them.” (p. 22)
 (D) “It was as if we could start fresh and all the rest of it had been burned away.” (p. 21)

Constructed-Response Questions

Directions: Write your answers to the questions below on the back of this paper or type them up on a computer.

7. How does the author show that Grandma and Mama have a tense relationship? Use text evidence.
8. How is the family in “Phoenix Farm” similar to the phoenix from the myth? Use details from both texts to support your answer.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file.

Phoenix Contest

In a well-organized essay, explain how the theme of rebirth is developed in "Phoenix Farm." Use evidence from both "Phoenix Farm" and "The Myth of the Phoenix." Five winners will get *Pax* by Sarah Pennypacker.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ use of supporting text evidence
- ⇒ good organization and transitions
- ⇒ grammar, spelling, and punctuation

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

My parent or legal guardian consents
to my participation in this contest.

Parent's or legal guardian's signature: _____

Include this form with your written entry and send both to: scopemag@scholastic.com
or mail them to: Phoenix Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY May 15, 2018!