

Name: _____ Date: _____

Good vs. Well

Good and *well* are often confused and misused. Here's what you need to know to use them correctly.

GOOD is an adjective.

- ▶▶ Use **good** to modify nouns or pronouns.
*We saw a **good** movie last night.*
*Mary is a **good** softball player.*
- ▶▶ Also use **good** to describe the way someone or something is.
*You look **good**.*
*That tastes **good**.*

WELL can be an adverb or an adjective.

- ▶▶ As an adverb, **well** modifies action verbs. Use it to describe how an action is done.
*She sings **well**.*
*Emily plays the part **well**.*
*Thanks to his new glasses, Ben sees **well**.*
- ▶▶ As an adjective, **well** means "in good health" or "satisfactory."
*Kate is **well** today.*
*All is **well** in the world.*

▶ If someone asks you how you are, it is OK to say either "I'm well" or "I'm good." Saying "I'm well" means that you are healthy. Saying "I'm good" means that you are happy and everything is fine.

Directions: Write the correct word—*good* or *well*—in each blank below.

1. They danced _____ at the party.
2. "Why does a bagel with strawberry cream cheese taste so _____?" asked Anna, taking another huge bite.
3. Brian and Jake are happy to be partners again. They always work _____ together.
4. "No need to yell. I can hear you very _____," said Veronica, holding the phone away from her ear.
5. The ice cream sandwiches looked _____ to us.
6. Lindsay always has several _____ ideas for weekend plans.
7. Mrs. Shorter needed one more _____ picture for the yearbook.
8. Alex got an A on her math test, which made her feel really _____.
9. "I hope everything goes _____ tomorrow," said Jeremy.

Directions: Write one sentence using *good* and one sentence using *well*.

10. _____

11. _____

Name: _____ Date: _____

Write an Argument Essay

Directions: Read "Should He Get Paid?" Complete the essay kit on page 27.
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should college athletes get paid?

Consider what you read in the article, as well as your own viewpoints.
Check the box next to the point of view you will argue in your essay.
Or write your own opinion in the space provided.

☐ **Yes!** They deserve to get paid.

☐ **No!** Student athletes aren't pros.

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

Look at what you wrote in the "Yes" and "No" columns on page 27. Which points support your opinion?
What other information supports your opinion? List at least three supporting details on the lines below.

Here's an example: If you think college athletes should get paid, one of your supporting details might be: "A 2006 NCAA study found that top-tier college athletes dedicate an average of 37 hours per week to their sport."

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think college athletes SHOULD get paid, summarize the strongest arguments of those who disagree. If you think college athletes SHOULD NOT get paid, summarize the main reasons some think that they should.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell readers what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe your relationship with sports. If you play a sport, describe how much work you put into that sport. If you don't play a sport but you love to watch sports, explain why you love to watch sports.
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question:
"Is it really fair that _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook on the lines provided.

Your hook: _____

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Finish the summary of the debate over paying college athletes that begins below.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and is set against a dark background.

On the next page, you'll find guidelines for how to organize your essay.

Argument Essay Outline

Directions: Use the outline below to write your essay. You will use what you wrote on the first three pages of this activity.

1	<h2>INTRODUCTION</h2> <p>Open with your hook from Step 5.</p> <p>↓</p> <p>Write a transition sentence that relates your hook to the question of whether to pay college athletes.</p> <p>↓</p> <p>(See <i>Scope's</i> handout "Great Transitions" for some ways to link your ideas.)</p> <p>↓</p> <p>Write your summary of the issue from Step 6.</p> <p>↓</p> <p>Finish with your thesis from Step 4.</p>
2	<h2>BODY PARAGRAPH(S)</h2> <p>Now write your supporting points from Step 2. For each one, write 1-3 sentences that provide additional details.</p> <p>You can put your supporting points and detail sentences together in one paragraph or you can split them into several paragraphs. It depends on how much you want to write about each point.</p> <div data-bbox="1182 909 1529 1213" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Hint! Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.</i></p> </div>
3	<h2>ACKNOWLEDGE THE OTHER SIDE</h2> <p>Now it's time to recognize the other side of the argument.</p> <p>Use what you wrote in Step 3.</p> <p>Then explain why you think the opposing point of view is wrong.</p>
4	<h2>CONCLUSION</h2> <p>Write 2-3 sentences to remind your readers of your main points.</p> <p>Finish with a strong final sentence.</p> <div data-bbox="1206 1560 1529 1770" style="border: 1px dotted black; border-radius: 50%; padding: 10px; text-align: center;"> <p><i>Need an idea? Refer to your hook, find a quote, or give a call to action.</i></p> </div>
5	<h2>READ AND REVISE</h2> <p>Use <i>Scope's</i> "Argument-Essay Checklist" to evaluate and edit what you have written.</p>

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Should He Get Paid?"

1. alumni (uh-LUHM-nahy) *plural noun*; *Alumni* are the people who have graduated from a particular school, college, or university. Right now, you and your classmates are students at your school; after you graduate, you will all be alumni. The people in the photo have just become alumni of their college. (The singular form of alumni is *alumnus*.)

2. exposure (ek-SPOH-zher) *noun or verb*; The verb *expose* means to uncover—to leave something without protection or to make something known. A sleeveless shirt exposes your arms. If you expose a lie, you reveal it. *Expose* can also mean "to introduce to something," as in, "Jason was exposed to a lot of '80s music as a child."

The noun *exposure* describes the state of being exposed. Scientists wear protective clothing to avoid exposure to dangerous chemicals and germs. One particular meaning of exposure is "public attention and notice." Playing a role in a blockbuster movie gives a young actor exposure.

3. lucrative (LOO-kruh-tiv) *adjective*; Something that is lucrative produces money or wealth.

4. prodigy (PROD-ih-jee) *noun*; A prodigy is a child or young person who is unusually talented in some way. A 7-year-old who can play the piano as well as an adult musician could be considered a prodigy. A 10-year-old taking college-level math classes could also be considered a prodigy.

5. profit (PRAH-fit) *noun or verb*; When more money comes in than goes out, that's making a profit. More specifically, profit is money that a business is left with after subtracting all of its expenses. For example, imagine that yesterday, Bob's Donuts sold \$1,000 worth of donuts and had to pay \$700 in expenses for things like ingredients to make the donuts, the salaries of people who work at the shop, and heat, water, and electricity. If the shop took in \$1,000 and had to spend \$700, its profit is \$300, because $\$1,000 - \$700 = \$300$.

As a verb, *profit* means "to make money from something" or "to benefit from something." Bob's Donuts might profit from adding some new flavors of donuts. You might profit from getting an extra hour of sleep each night.

6. rivalry (RAHY-vuhl-ree) *noun*; A rivalry is a situation in which people or groups are competing with each other. Two sisters who are always trying to outdo one another have a rivalry. When sports teams with a rivalry play each other, the fans and the players may have an even stronger desire to win than usual—but it's not just a desire to win; it's a desire to *beat the other team*.

Directions: In the space below or on the back of this page, list any other words from the article 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 using the word.

Name: _____ Date: _____

“Should He Get Paid?” Quiz

Directions: Read “Should He Get Paid?” Then answer the questions below.

- The author likely included the details about the price of the tickets to the Duke vs. UNC game to
 - brag about being able to attend the game.
 - encourage more people to attend college games.
 - support the claim that tickets to college games are too expensive.
 - show that college sports are popular and can bring in a lot of money.
- On page 25, the author writes that Zion Williamson is “as graceful as a dancer and as powerful as a freight train.” This line contains
 - personification that emphasizes Williamson’s skill and strength.
 - two similes that emphasize Williamson’s skill and strength.
 - a metaphor that shows Williamson’s strength.
 - a simile that reveals Williamson’s talent as a dancer.
- Consider this line from page 27: “[Williamson’s] future in the NBA seems certain. That is, of course, unless something unforeseen—like a career-ending injury—should happen.” *Unforeseen* means
 - interesting.
 - hopeful.
 - not expected.
 - exciting.
- On page 26, the author writes, “So if these teams bring in so much money, why don’t the players get any of it?” Which literary device is she using?
 - symbolism
 - rhetorical question
 - irony
 - hyperbole
- What is the purpose of the literary device you chose for your answer to question 4?
 - to encourage readers to question the fairness of not paying college players
 - to convince readers that college athletes should not get paid
 - to suggest that college sports teams make too much money
 - to help readers understand why college players aren’t paid
- How does the author use the information that many college athletes get tuition scholarships?
 - to support the point that college athletes do get something in return for their efforts
 - to support the point that college athletes are excellent students
 - to support the point that college athletes are not compensated at all
 - to support the claim that college is too expensive

Constructed-Response Questions

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

- What is the mood of the first two paragraphs of the introduction? Explain how the author creates this mood.
- Consider the statistic on page 26 about how much LeBron James earned in endorsements in 2018. Choose one side of the debate and explain how this information could be used to support it.

Name: _____ Date: _____

“Should He Get Paid?” Quiz

Directions: Read “Should He Get Paid?” Then answer the questions below.

1. The author notes that tickets to the Duke vs. UNC game almost reached Super Bowl prices. This detail helps you understand that
 - (A) tickets for college basketball games are too expensive.
 - (B) the author believes that college athletes should get paid.
 - (C) tickets to college basketball games are more expensive than tickets to professional games.
 - (D) college sports can bring in a lot of money.
2. On page 25, the author writes that Zion Williamson is “as graceful as a dancer and as powerful as a freight train.” This line contains similes that
 - (A) tell you that Williamson is a good dancer.
 - (B) help you understand how Williamson moves on the court.
 - (C) describe how tall Williamson is.
 - (D) tell you that Williamson likes trains.
3. On page 26, the author writes, “Ticket sales are just one slice of the pie.” She means that ticket sales are
 - (A) an important part of college sports.
 - (B) higher than ever in history.
 - (C) just one of the ways college sports make money.
 - (D) the only way college sports make money.
4. On page 26, the author writes, “So if these teams bring in so much money, why don’t the players get any of it?” What literary device is she using?
 - (A) symbolism
 - (B) rhetorical question
 - (C) irony
 - (D) hyperbole
5. What is the purpose of the literary device you chose for your answer to question 4?
 - (A) to encourage readers to question the fairness of not paying college players
 - (B) to convince readers that college athletes should not get paid
 - (C) to suggest that college sports teams make too much money
 - (D) to help readers understand why college players aren’t paid
6. Which line is used to support the idea that college athletes do get something in return for their efforts?
 - (A) “Many get tuition scholarships.” (p. 26)
 - (B) “And isn’t the whole point of college to be a student and get an education?” (p. 27)
 - (C) “A top team can secure lucrative endorsement deals.” (p. 26)
 - (D) “Would paying athletes really help though?” (p. 27)

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. The mood of the first two paragraphs of the introduction could be described as suspenseful and exciting. Explain how the author creates this mood.
8. Consider the statistic on page 26 about how much LeBron James made in endorsements in 2018. Choose one side of the debate and explain how this information could be used to support it.

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Close-Reading Questions

"Stalking the Bat Killer"

1. Why might the author have decided to address the reader as though he or she is a bat?
(author's craft, point of view)
2. In the introduction, what does author Kristin Lewis's use of sensory details help readers understand about bats? (sensory details)
3. How does the map on page 6 contribute to the article? (text features)
4. On page 7, Lewis writes, "Others leave to look for food only to find the world locked in a winter freeze they cannot endure." What does she mean? (interpreting text)

5. How does the author support her idea that, historically, bats have been misunderstood?
(key ideas and details)
6. According to information in the sections "The Bat Woman" and "By Your Side," what can you infer about Jackie Kashmer and the kind of person she is? (inference)
7. What is the main purpose of the sections "So Misunderstood" and "Fear of Night"?
(text structure)

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Critical-Thinking Questions

"Stalking the Bat Killer"

1. Why should people care about bats?
2. On page 7, Kashmer says, "People think, oh, bats are just little flying rats; they don't have personalities. But they do. Some are timid. Some are bullies." How might this quote help more people care about the plight of bats?
3. After reading this article, has your view of bats changed at all? Why or why not?

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Stalking the Bat Killer"

- 1. carcass (KAHR-kuss)** *noun*; A carcass is the dead body of an animal, either the remains of an animal that has died in the wild or one that has been prepared for use as meat.
- 2. culprit (KUHL-prit)** *noun*; A culprit is a person or thing responsible for some offense, harm, or crime. After a robbery, the police look for the culprit. If there is a fire, a faulty wire could be the culprit.
- 3. dehydrated (dee-HAYH-dreyt-id)** *adjective*; To dehydrate something is to remove water or moisture from it. Excessive sweating dehydrates people, which is why you should drink plenty of water after exercising, to replace what you lost.

Someone or something that is dehydrated has lost too much water. If you're dehydrated, you might become very thirsty or sleepy, or you might get a headache. If a plant is dehydrated, the leaves will droop.
- 4. detest (dih-TEST)** *verb*; The verb *detest* means "to dislike very strongly." If you detest onions, you probably wouldn't eat it even if someone paid you.
- 5. emaciated (ih-MEY-shee-ey-tid)** *adjective*; An animal or a person who is emaciated is extremely thin and weak because of illness or a lack of food.
- 6. nocturnal (nok-TUR-nl)** *adjective*; *Nocturnal* means "done, occurring, or active at night." Nocturnal animals, like bats and fireflies, sleep during the day and are active mainly at night.
- 7. petrified (PEH-truh-fahyd)** *adjective*; To *petrify* (PEH-truh-fahy) something is to turn it into stone. Petrified wood, for example, is wood that has hardened into stone. This is a process that occurs in nature when the plant material in a piece of wood is slowly replaced with minerals. Petrified wood takes millions of years to form.

Petrify can also mean "to make very afraid." If you are petrified, you're so frightened that you are unable to move, as if you have turned to stone. Your dog might be petrified during thunderstorms. You might be petrified of snakes.

8. rehabilitator (ree-huh-BIL-ih-teyt-er) *noun*; The verb *rehabilitate* (ree-huh-BIL-ih-teyt) means "to bring someone or something back to a normal, healthy condition after an injury or illness."

A rehabilitator is someone who rehabilitates others. A wildlife rehabilitator is someone who cares for sick, injured, and orphaned animals.

9. spore (spawr) *noun*; Spores are special cells that are part of the life cycle of fungi and certain nonflowering plants. Spores are not seeds, but like seeds, they allow the organism they come from to reproduce. Spores can be spread by the wind or by attaching to something that travels, such as an animal or your shoe.

10. torpor (TAWR-per) *noun*; Torpor is a state of decreased body activity, similar to a state of light sleep, that some animals go into in order to survive the cold winter months when food is scarce. Animals in torpor lower their body temperature, heart rate, and breathing rate to save energy. Some animals go into and come out of torpor daily, while others go into torpor for days, weeks, or months at a time.

Directions: In the space below or on the back of this page, list any other words from the article 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 using the word.

Vocabulary Practice

"Stalking the Bat Killer"

Directions: Choose the word that is most similar in meaning to each word in bold.

1. petrified

- Ⓐ terrified Ⓑ excited

2. emaciated

- Ⓐ overweight Ⓑ underweight

3. nocturnal

- Ⓐ nighttime Ⓑ daytime

4. culprit

- Ⓐ hero Ⓑ offender

Directions: Fill in the circle next to the best answer choice.

5. Who has a job as a rehabilitator?

- Ⓐ a physical therapist who helps a person recover from a leg injury
Ⓑ a professional soccer player teaching a soccer clinic

6. Which produces spores?

- Ⓐ roses growing in a garden
Ⓑ black fungus growing on a shower curtain

7. Which animal is in torpor?

- Ⓐ a squirrel snoozing in a tree for 10 days
Ⓑ a squirrel running back and forth from tree to tree

Directions: Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

8. Our cat and our neighbor's cat **detest** one another. They _____

9. I felt very **dehydrated** when I woke up this morning, so I _____

10. After dinner, my mom asked me to throw away the **carcass**. I grabbed the _____

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Researching Bats

The writing prompt on page 10 says:

Research a species of bat that lives in your region or state. In a video, podcast, or essay, explain why the bat is important, what threats the bat faces, and how it can be protected.

Choose a species and use the boxes below to help you gather and organize your research, and then plan your presentation of your research.

Research Tips

Visit your library or use the internet to explore a variety of sources.

You may find the following organizations' websites to be good sources of information:

Bat Conservation International
Merlin Tuttle's Bat Conservation
U.S. Fish & Wildlife Service and U.S. Forest Service
National Park Service

Remember to keep track of your sources—where you find each piece of information that you write down.

Basic Information

Species scientific name: _____ Species common name: _____

Appearance (size, color, defining characteristics):

Winter habitat:

Summer habitat:

Conservation status (endangered/threatened/other):

Population (estimates are OK):

Feeding habits:

Any other important information:

Why is this bat important?

What threats does this bat face?

How can this bat be protected?

Putting it all together

It's time to think about how you will present your research. Choose one of the three formats below and use the questions in the box to help you brainstorm ideas. You can jot your ideas down on the back of this page.

VIDEO

- Will there be people in the video?
- Will there be written text and images? Video clips?
- Will there be some kind of story?
- What about music?

PODCAST

- What will the format be? Here are some ideas:
 - an interview
 - a narrator or host with clips of interviews mixed in
 - a narrator or host with clips of radio-style drama mixed in
- Will you include sounds relevant to your story? If so, what sounds, and where can you get them?
- Will there be music?

ESSAY

- How can you grab your readers' attention at the beginning of your essay and make them want to read more?
- What is the purpose of your essay? To inform? To persuade readers to do something? Both?
- How can you give your essay a powerful ending that readers will remember?

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Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Stalking the Bat Killer."

1. Reread the section "A Mysterious Disease." Which quote below BEST expresses the central idea of this section?

- Ⓐ "This disease first appeared in New York State in 2006." (p. 6)
- Ⓑ "Like bears, bats prepare for hibernation by eating *a lot* in order to store up fat in their bodies." (p. 6)
- Ⓒ "And for bats that hibernate, [white-nose syndrome] is a disaster." (p. 6)
- Ⓓ "At least 25 of the 47 species of bats in North America do hibernate . . ." (p. 6)

2. Read the central idea of the sections "The Bat Woman" and "By Your Side" stated in the box below. Then read the lines from the article listed under it. Which detail does NOT support the central idea?

Central Idea:
Jackie Kashmer is kind and compassionate.

- Ⓐ "She has dedicated her life to helping sick and injured bats like you." (p. 7)
- Ⓑ "There are hundreds of bats here—not just little brown bats like you, but also big brown bats, silver-haired bats, and free-tailed bats." (p. 7)
- Ⓒ "You bite her, your teeth piercing her glove like staples. But she doesn't mind. She understands that you are frightened." (p. 8)
- Ⓓ "And every night she will rush home to take care of you, to feed you and clean your cage, sometimes staying up until 2 a.m. to make sure you're OK." (p. 8)

I chose _____ because _____

3. Read the details from the sections "So Misunderstood" and "Fear of Night" listed below. In the box, write a central idea that these details support.

Central Idea:

Detail 1: "In the United States, bats have long been seen as pests, like mice or roaches." (p. 9)

Detail 2: "In myths and folktales, bats are often associated with demons and the souls of the restless dead." (p. 9)

Detail 3: "And as creatures of the night, bats became a powerful symbol of the terrifying unknown." (p. 9)

4. Consider the central idea of the whole article that is written below. We wrote one detail from the article that supports this idea. Write two more supporting details in the spaces provided.

Central Idea:
Bats are special and important animals.

Supporting detail 1:

"[Bats] can 'see' in the darkness using not their eyes but their ears." (pp. 9-10)

Supporting detail 2:

Supporting detail 3:

Name: _____ Date: _____

Central Ideas and Details

A central idea of a text is one of the main points the author is making.

(Sometimes a central idea is called a main idea.)

A central idea can always be supported with details from the text.

Directions: Follow the prompts below to explore the central ideas and supporting details in "Stalking the Bat Killer."

1. Read the central idea of the sections "The Bat Woman" and "By Your Side" stated in the box below. Then check the boxes next to the THREE details that best support the central idea.

Central Idea:

Jackie Kashmer is kind and compassionate.

- ☐ "Kashmer is a bat rehabilitator, or 'rehabber.' She has dedicated her life to helping sick and injured bats like you." (p. 7)
- ☐ "Kashmer's home sits at the top of a hill surrounded by farms and woodlands." (p. 7)
- ☐ "There are hundreds of bats here—not just little brown bats like you, but also big brown bats, silver-haired bats, and free-tailed bats." (p. 7)
- ☐ "When she holds you, you make small squeaks that tell her you are petrified. This breaks her heart." (p. 8)
- ☐ "You bite her, your teeth piercing her glove like staples. But she doesn't mind. She understands that you are frightened." (p. 8)

2. Read the details from the article listed below. In the box, complete the central idea that these details support.

Central Idea:

Bats are _____

Detail 1: "Without bats, the number of insects buzzing around would skyrocket." (p. 10)

Detail 2: "For example, bats have the ability to echolocate [EKOH-loh-kayt]. They can 'see' in the darkness using not their eyes but their ears." (pp. 9-10)

Detail 3: "You can fly as fast a car." (p. 5)

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Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include irrelevant details or the opinions of the person writing it.

Directions: Answer the questions below to help you write an objective summary of “Stalking the Bat Killer.”

1. Who or what is the article mainly about?

2. What problem does the subject(s) of the article face?

3. Who or what caused this problem?

4. What effect has this problem had on our environment?

5. What has been done to try to solve this problem?

6. Are there any other important details you haven't mentioned? Write them here.

Directions: Your turn! Write an objective summary of “Stalking the Bat Killer.” You can use the information in your answers from questions 1-6 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find are unnecessary.

Summary of “Stalking the Bat Killer”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

Name: _____ Date: _____

Summarizing

An objective summary is a short statement or paragraph that tells what an article or a story is about.
It does not include unimportant details or the opinions of the person writing it.

Directions: Follow the prompts in the margins to complete the summary of “Stalking the Bat Killer.”

1. What causes WNS?

A deadly disease is sweeping across North America and killing millions of bats. The disease is called white-nose syndrome (WNS), and it is caused by a _____ that was likely brought here by humans from Europe or Asia. WNS disrupts the hibernation cycle of bats and causes them to wake up more often than they should. This causes _____

2. What happens to bats with WNS when they wake up too often?

3. How many states has WNS spread to?

_____. So far, white-nose syndrome has spread to _____ and has killed _____. Several species of bats are now threatened or endangered.

4. How many bats are presumed dead from WNS?

5. Why are bats important?

Throughout history, many humans have feared bats and seen them as pests. But in reality, bats are extraordinary animals that play an important role in the environment. Without bats, _____

Because of this, scientists, conservationists, and bat rehabbers are _____

6. How are these people helping bats?

7. How can we help bats?

_____. Scientists say the best thing we can do to help bats is _____

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Exploring Text Features

Authors use text features to bring attention to important details. In a nonfiction article, text features include titles, subheadings, photos, captions, charts, and maps.

Directions: Answer the questions below to help you explore the text features in “Stalking the Bat Killer.”

1. Read the **headline** and subheading and study the image on pages 4-5. What **mood** do these features create?

2. What does the map on page 6 help you understand about white-nose syndrome?

3. Study the photograph of the bat on page 10 and the annotations surrounding it. What kind of information about bats do the annotations contain?

4. Into which section of the article would information in the sidebar “How Can You Help Bats?” (p. 9) best fit? Explain your answer.

Name: _____ Date: _____

Exploring Text Structures

"Text structure" is the term for how an author organizes information. Authors use different text structures to achieve different purposes, and one piece of writing often has multiple text structures.

Directions: Common text structures are listed in the boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "Stalking the Bat Killer."

1. The introduction of the article uses **description**. What is the author describing?

Description or List

Includes details to help you picture or get to know a person, a place, a thing, or an idea

Cause and Effect

Explains *why* something happened (cause) and *what* happened as a result (effect)

2. A. Underline the text structure the author uses in the section "By Your Side."

cause and effect

sequence of events

- B. Explain how you know, using evidence from the text.

Problem and Solution

Presents a problem and explains how it is solved

Compare and Contrast

Presents the similarities and/or differences between two items, such as a pair of events, time periods, ideas, or places

Sequence of Events

Describes events in the order in which they happen (also called chronological order)

3. A. Which text structure does the author use in the section "Fear of Night"?

B. Explain how you know, using evidence from the text.

Name: _____ Date: _____

What's the Tone?

Tone is the author's attitude toward either the subject he or she is writing about or toward the reader.

Words that could describe tone include *doubtful*, *humorous*, *gleeful*, *serious*, and *questioning*.

Authors create tone through word choice, the information they include, and how they organize the text.

The questions below are about author Kristin Lewis's tone in "Stalking the Bat Killer."

1. In the introduction, Kristin Lewis writes:

"Picture yourself as a little brown bat. You are tiny—half the size of an iPhone. Yet you are one of the most feared and misunderstood creatures on the planet. For thousands of years, humans have detested you, calling you a demon and a bloodsucker and a monster. But you are none of those things. What you are is extraordinary. You can fly as fast as a car. You can swallow 1,000 insects in less than an hour. Your highly sensitive ears are the envy of the animal kingdom."

Which best describes the attitude Lewis expresses toward little brown bats?

- (A) alarmed and worried
- (B) admiring and impressed
- (C) frustrated and discouraged
- (D) confused and curious

2. Consider these sentences from page 7:

- "Others leave to look for food only to find the world locked in a winter freeze they cannot endure."
- "In some bat colonies, more than 90 percent of the bats have been wiped out."
- "The devastation has been horrific."

These sentences contribute to a(n) _____ tone.

- (A) hopeful
- (B) angry
- (C) concerned
- (D) apologetic

3. What is Lewis's purpose in the section "By Your Side"?

- (A) to caution readers about little brown bats' teeth
- (B) to highlight Jackie Kashmer's care and dedication
- (C) to show how unappetizing a bat's diet is
- (D) to teach readers how they can help bats

4. Which word best describes Lewis's tone in the last section of the article?

- (A) optimistic
- (B) frustrated
- (C) doubtful
- (D) regretful

5. Briefly explain your answer to question 4 in the box below.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Stalking the Bat Killer.” See *Scope’s* “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

1. Read the **headline** and subheading and study the image on pages 4–5. What **mood** do these features create?

2. What does the map on page 6 help you understand about white-nose syndrome?

3. Read the annotations surrounding the photo of the bat on page 10. What does this information help you understand about bats?

4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Tone

5. In the introduction, the author creates drama through a sudden shift in mood. Describe how the mood changes in this section.

6. A. Check (☒) the statement that BEST describes the **text structure** (the way the author organizes information) in the section “A Mysterious Disease.”

The author describes the problem of white-nose syndrome and then offers a solution.

The author compares and contrasts bats in Europe and Asia with bats in North America.

The author explains the cause of white-nose syndrome and then explains how the disease is affecting bats in North America.

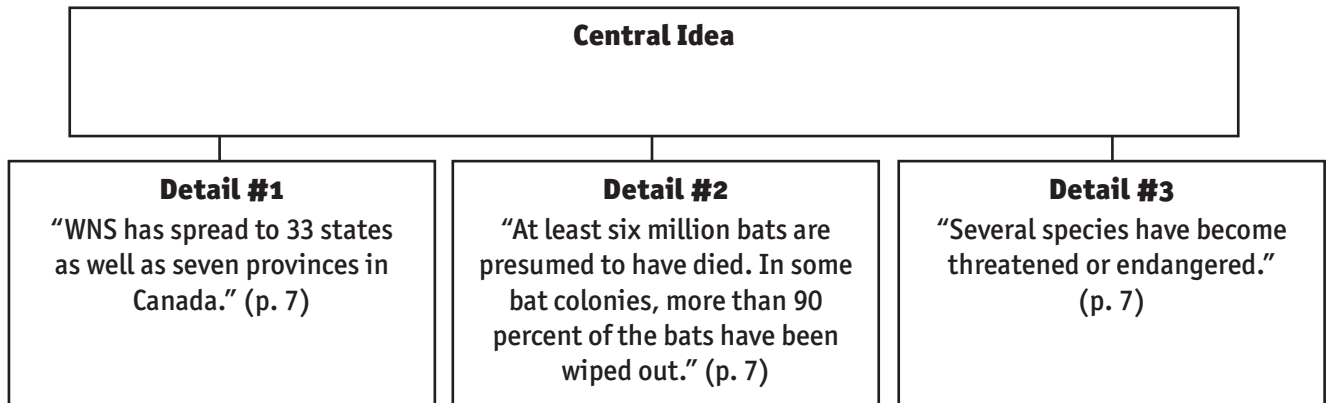
- B. Explain how you know.

7. Reread the sections “The Bat Woman” and “By Your Side.” What is the author’s **tone** as she writes about Jackie Kashmer? Explain your answer.

After Reading

Central Idea/Details and Objective Summary

- 8.** Below are three **supporting details** for a central idea of the article. In the space provided, write a **central idea** that these details support.



9. Write an **objective summary** of “Stalking the Bat Killer.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with “Stalking the Bat Killer.” See *Scope*’s “Glossary of Nonfiction Terms” and “Glossary of Literary Terms” for definitions of the words that appear in bold.

Before Reading Text Features, Mood

1. Read the **headline** and subheading and study the image on pages 4-5. What **mood** do these features create?

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4. Read the **subheadings** in the article. Based on your preview of the article, write one sentence predicting what the article will be mainly about.

During Reading

Mood, Text Structure, Tone

5. In the introduction, the author asks readers to picture themselves as a little brown bat that can do amazing things, like catch a moth in midair. The author then writes, “Right now, though, it is not moths that are in danger. It is you.”

Mood is the feeling the reader gets from a piece of writing. The line above changes the mood of the section from

- Ⓐ playful to tense.
- Ⓑ restless to indifferent.
- Ⓒ calm to angry.

6. **Text structure** is the term for how an author organizes information. In the section “By Your Side,” the author uses a sequence-of-events structure to show how Jackie Kashmer cares for her bats.

Which phrases in this section help you identify this text structure?

- Ⓐ *small squeaks; painstakingly squishes; dark and shadowy*
- Ⓑ *When you arrive; At first; For the next few weeks*
- Ⓒ *breaks her heart; she understands; rush home*

7. **A. Tone** is the author’s attitude toward the subject matter or toward the reader or audience. Circle the word that best describes the tone the author uses when talking about Jackie Kashmer in the sections “The Bat Woman” and “By Your Side.”

humorous

admiring

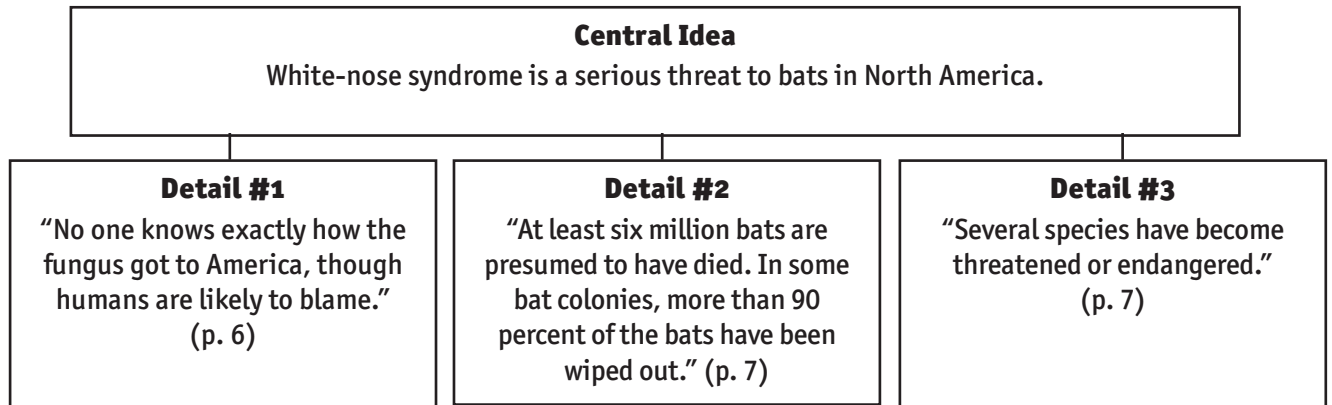
pitying

B. Briefly explain how you know:

After Reading

Central Idea/Details and Objective Summary

8. A. Below is a **central idea** of the article and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.



B. Briefly explain why the detail you crossed out does NOT support the central idea above.

9. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of “Stalking the Bat Killer.”

- a. I think bats are fascinating creatures.
- b. White-nose syndrome has killed millions of bats.
- c. Dracula was Europe’s most famous vampire story.
- d. Bats eat an enormous number of insects that can spread disease and destroy crops.
- e. I really admire the work that Jackie Kashmer does.
- f. White-nose syndrome is caused by a fungus.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

Bat Contest

Research a species of bat that lives in your region or state. In a video, podcast, or essay, explain why the bat is important, what threats it faces, and how it can be protected. Five winners will get *The Case of the Vanishing Little Brown Bats* by Sandra Markle.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ 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 entry and send both to: scopemag@scholastic.com
or mail them to: Bat Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2019!

Name: _____ Date: _____

Synthesizing

Directions: Fill in the chart below to record information from “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming.” Be sure to include the page numbers for where you found the information.

Question	“My Sport Helped Me Make a New Life in America”	“How to Be Welcoming”
1. What challenges might students from other countries face when they first come to the U.S.?		
2. What can be done to support students who recently moved to the U.S.?		

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud!

Paired Texts Vocabulary

"My Sport Helped Me Make a New Life in America"

1. **cuisine (kwi-ZEEN)** *noun*; A cuisine is a style of cooking, especially from a specific region, country, or culture. Every time you dig into a pizza or a plate of spaghetti and meatballs, you are enjoying Italian cuisine. A restaurant that serves vegetarian cuisine serves only dishes that do not contain meat.
2. **daunting (DAWN-ting)** *adjective*; The verb *daunt* means "to discourage or frighten." Remember the Dauntless from the Divergent book series? Its members couldn't be daunted—they were fearless and determined.

Daunting is often used to describe tasks that will be difficult to complete or deal with. Anything that makes you feel intimidated, discouraged, or overwhelmed when you even *think* about doing it—skydiving, going to a new school, or writing an entire research paper in one night—could be described as daunting.
3. **diverse (DAHY-vuhrs)** *adjective*; If something is diverse, it shows a great deal of variety; it is made up of people or things that are very different from each other. A summer camp might offer a wide range of daily activities—canoeing, painting, dancing, soccer—in order to appeal to its campers' diverse interests.
4. **profound (pruh-FOWND)** *adjective*; Something that is profound is deep in some way. A profound book contains deep wisdom and insight. Profound sadness is intense and felt deeply.

"How to Be Welcoming"

5. **refugee (REF-yoo-jee)** *noun*; A refugee is a person who is seeking refuge (REF-yooj), meaning shelter or safety. *Refugee* is most often used to describe someone who flees his or her home country because it has become a dangerous place to live, usually because of war or a natural disaster.

Directions: On the back of this page, list any other words from the articles 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.

Paired Texts Vocabulary Practice

Directions: Respond to each prompt below.

1. Tim's grandmother says that using a computer is daunting. How does she feel about using computers?

2. Describe the cuisine at your favorite restaurant.

3. Jamie says the audience at the concert she went to last night was diverse. What does she mean?

Directions: Choose the word that is most similar in meaning to each word in bold.

4. **daunting**

Ⓐ comforting Ⓑ scary

6. **profound**

Ⓐ intense Ⓑ simple

5. **diverse**

Ⓐ similar Ⓑ unlike

7. **cuisine**

Ⓐ language Ⓑ cooking

Directions: In each pair of boldfaced words, underline the word that best completes the sentence.

8. Amy's school is collecting items such as blankets, canned food, and clothing for **refugees/cuisines**.

9. Matt finds speaking in front of a large group of people to be a **diverse/daunting** experience.

10. Kara's wonderful speech had a **profound/daunting** impact on everyone in the audience.

11. The school's **diverse/profound** student body includes kids from more than 30 countries.

Name: _____ Date: _____

Close-Reading Questions

"My Sport Helped Me Make a New Life in America"

1. The author begins her article by talking about Tareq’s shoes. Why do you think she does this? (author’s craft)
2. On pages 18-19, the author writes, “Tareq would use a tree branch for a bat and swing at a tennis ball wrapped in tape.” What idea or ideas about Tareq does this detail support? (inference, key ideas and details)
3. A central idea of the section “A Different World” is that life as a newcomer in America can be challenging. Find two details in the section that support this idea. (central ideas and details)

Name: _____ Date: _____

Close-Reading Question

"How to Be Welcoming"

1. Based on information in the article, what character traits does Peyton Klein possess?
(inference)

Name: _____ Date: _____

Critical-Thinking Questions

“My Sport Helped Me Make a New Life in America” and “How to Be Welcoming”

1. To have grit is to have nonstop courage and determination in the face of difficulties. In “My Sport Helped Me Make a New Life in America,” how does Tareq demonstrate grit?
2. To empathize with someone is to understand and share their feelings—to put yourself in their shoes. Which details in “My Sport Helped Me Make a New Life in America” could especially help *Scope* readers empathize with Tareq?
3. What idea do both Tareq’s and Khawla and Peyton’s stories express about how to treat newcomers in America?

Name: _____ Date: _____

“Stalking the Bat Killer” Quiz

Directions: Read “Stalking the Bat Killer,” then answer the questions below.

1. In “Stalking the Bat Killer,” author Kristin Lewis portrays bats as
 - (A) friendly, playful, and cute.
 - (B) harmful to the environment.
 - (C) extraordinary, important, and misunderstood.
 - (D) frightening creatures that threaten humans.
2. Lewis chose to write this article in second person, addressing “you” the reader as though you were a bat. This choice
 - (A) helps the reader understand why people once feared bats.
 - (B) puts the reader in the place of a bat, which helps build sympathy and concern for bats.
 - (C) helps the reader understand the history of bats in America.
 - (D) lets the reader know why Jackie Kashmer is a bat rehabber.
3. In the introduction, Lewis writes, “For thousands of years, humans have detested you, calling you a demon and a bloodsucker and a monster.” Which sections explain why? Choose TWO answers.
 - (A) “Fear of Night”
 - (B) “A Mysterious Disease”
 - (C) “So Misunderstood”
 - (D) “The Bat Woman”
4. On page 6, Lewis writes of white-nose syndrome, “Since then, it has spread across North America like a tsunami of death.” This line contains
 - (A) a simile that helps readers understand the symptoms of white-nose syndrome.
 - (B) a metaphor that shows that the disease is more common near the ocean.
 - (C) a simile that emphasizes how harmful and widespread the disease is.
 - (D) hyperbole that emphasizes how slowly the disease spreads.
5. On page 8, Lewis writes, “With tweezers, she painstakingly squishes their heads so they will be easier for you to eat.” Which of the following is the definition of *painstakingly*?
 - (A) with great speed or urgency
 - (B) in a way that shows great interest or excitement
 - (C) in a generous manner
 - (D) with great care and effort
6. Lewis’s main purpose for writing this article was likely to
 - (A) explain how echolocation works.
 - (B) compare the plight of bats in the U.S. with that of bats in Europe and Asia.
 - (C) explain the threat that bats can pose to humans.
 - (D) educate readers about bats and encourage them to protect bats.

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. What are two ways Lewis makes the reader care about the plight of bats? Use text evidence to support your answer.
8. What is Lewis’s attitude toward Jackie Kashmer? Use text evidence to support your answer.

Name: _____ Date: _____

“Stalking the Bat Killer” Quiz

Directions: Read “Stalking the Bat Killer,” then answer the questions below.

1. In “Stalking the Bat Killer,” author Kristin Lewis portrays bats as
 - (A) cute.
 - (B) threatening.
 - (C) extraordinary.
 - (D) unimportant.
2. Lewis chose to write this article in second person, addressing “you” the reader as though you were a bat. This choice
 - (A) helps the reader understand why people once feared bats.
 - (B) puts the reader in the place of a bat, which helps build sympathy and concern for bats.
 - (C) helps the reader understand the history of bats in America.
 - (D) lets the reader know why Jackie Kashmer is a bat rehabber.
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 - (A) helps readers understand the symptoms of white-nose syndrome.
 - (B) shows that the disease is more common near the ocean.
 - (C) emphasizes how harmful the disease is and how quickly it has spread.
 - (D) shows how slowly the disease spreads.
5. On page 8, Lewis writes, “With tweezers, she painstakingly squishes their heads so they will be easier for you to eat.” *Painstakingly* most closely means
 - (A) quickly.
 - (B) excitedly.
 - (C) easily.
 - (D) very carefully.
6. The main purpose of the section “Special and Important” is to
 - (A) give an overview of how echolocation works.
 - (B) describe the challenges farmers face today.
 - (C) describe bats’ diet.
 - (D) explain why bats are extraordinary and what would happen if they were to disappear.

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. What is one way Lewis makes the reader care about what happens to bats? Use text evidence to support your answer.
8. Support the following claim using text evidence: Lewis describes Jackie Kashmer with an admiring tone.

Name: _____ Date: _____

Video Discussion Questions

“Beyond the Story: Cricket Player Tareq Manawer”

1. Consider the footage of Bangladesh (0:29 — 0:33) and New York City (0:34 — 0:37). Based on these two clips, how do you think life might differ in these two places?
2. At 2:28, Tareq says, “You have to become a new person when you come here, but remember where you come from.” What does he mean?
3. What does this video suggest about the power or value of sports? Do you think sports are valuable? Explain.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming.” Then answer the questions below.

- Why did the author include the details about Tareq’s sandals on page 18? Choose TWO answers.**
 - to help you understand Tareq’s personality
 - to emphasize that Tareq is from somewhere different from the U.S.
 - to help explain how cricket is played
 - to create interest in Tareq’s story
- Which statement expresses a central idea of the section “A Different World”?**
 - Homesickness can be a problem for newcomers in America.
 - More than 40 million people who live in the U.S. moved here from another country.
 - Life as a newcomer in America can be challenging.
 - Life in America is challenging.
- On page 19, the author writes, “Walking the halls, he would hear Arabic, Spanish, Thai, Tajik, Urdu, Russian, Bengali, and many other languages.” This detail**
 - tells you how many languages Tareq spoke.
 - explains why Tareq had trouble making friends.
 - shows you how big Tareq’s high school was.
 - helps you understand how diverse Tareq’s high school was.
- Which word best describes the author’s tone as she talks about Tareq in the section “The Chance to Play”?**
 - admiring
 - angry
 - humorous
 - tender
- Which TWO lines most clearly show the author using the tone you identified in question 4?**
 - “Tareq was a natural.” (p. 20)
 - “At his first team practice, Tareq swung the bat.” (p. 19)
 - “He wouldn’t let a pair of shoes stop him from playing, however.” (p. 19)
 - “Tareq was thrilled to be surrounded by kids who loved cricket as much as he did.” (p. 19)
- Both “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming”**
 - argue that there should be a Global Minds Initiative in every school.
 - reveal what it can be like to be a newcomer in America.
 - explain why America is diverse.
 - show how sports can change someone’s life.

Constructed-Response Questions

Directions: Write your answer to the question below in a well-organized response.

- How can people like Tareq and Khwala, who share their personal experiences as newcomers in America, help other newcomers in the U.S.? Use details from the text to support your answer.

Name: _____ Date: _____

Paired Texts Quiz

Directions: Read “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming.” Then answer the questions below.

- The author writes, “Sandals were the only shoes [Tareq] had ever needed in Bangladesh, the country in South Asia where he was from” (18). This line . . .
Choose TWO answers.
 (A) helps you understand Tareq’s personality.
 (B) tells you that Tareq is from somewhere different from the U.S.
 (C) explains how cricket is played.
 (D) creates interest in Tareq’s story.
- The main purpose of the section “A Different World” is to
 (A) explain what homesickness is.
 (B) show how diverse America’s immigrant population is.
 (C) explain how life as a newcomer in America can be challenging.
 (D) compare life in America with life in Bangladesh.
- Which of the following helps you understand how diverse Tareq’s high school was?
 (A) “He had few friends.” (p. 19)
 (B) “To Tareq, everything felt unfamiliar from the moment he landed in New York City.” (p. 19)
 (C) “The school had a cricket team.” (p. 19)
 (D) “Walking the halls, he would hear Arabic, Spanish, Thai, Tajik, Urdu, Russian, Bengali, and many other languages.” (p. 19)
- Which word best describes the author’s tone (or attitude) as she talks about Tareq in the section “The Chance to Play”?
 (A) admiring
 (B) angry
 (C) humorous
 (D) tender
- Which TWO lines most clearly show the author using the tone you identified in question 4?
 (A) “Tareq was a natural.” (p. 20)
 (B) “At his first team practice, Tareq swung the bat.” (p. 19)
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- Both “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming”
 (A) argue that there should be a Global Minds Initiative in every school.
 (B) reveal what it can be like to be a newcomer in America.
 (C) explain why America is diverse.
 (D) show how sports can change someone’s life.

Constructed-Response Question



Directions: Write your answer to the question below in a well-organized response.

- How can people like Tareq and Khwala, who share their personal experiences as newcomers in America, help other newcomers in the U.S.? Use details from the text to support your answer.

Name: _____ Date: _____

Finding and Using Text Evidence

Directions: Read “My Sport Helped Me Make a New Life in America” and “How to Be Welcoming.” Then complete the activity below.

1. Imagine that you are writing a paragraph explaining the challenges students from other countries face when they first come to America.

A. Which of the following would be the BEST topic sentence for your paragraph?

- Ⓐ Students from other countries may not speak English when they first move to America.
- Ⓑ More than 40 million people who live in the United States moved here from another country.
- Ⓒ Students from other countries may face many challenges when they first move to America.

B. Which information from the article BEST supports the sentence you chose in part A?

- Ⓐ “For example, if they aren’t fluent in English and find themselves at a school where no one else speaks their native language, it can be difficult to form friendships, participate in class and after-school activities, or join conversations about popular movies and TV shows.” (p. 19)
- Ⓑ “America’s immigrant population is extremely diverse, with nearly every country in the world represented.” (p. 19)
- Ⓒ “Walking the halls, he would hear Arabic, Spanish, Thai, Tajik, Urdu, Russian, Bengali, and many other languages.” (p. 19)

C. Which of the following BEST explains why the text evidence you chose in part B is relevant?

- Ⓐ It explains how common it is for people from other countries to move to America.
- Ⓑ It provides an example of the kinds of difficulties that students from other countries may face in America.
- Ⓒ It explains how hard it can be if you don’t speak multiple languages.

2. Choose the piece of text evidence from “My Sport Helped Me Make a New Life in America” that BEST supports the statement below. Then complete the sentence to explain your choice.

Sports can bring people together.

- Ⓐ “‘The cricket team was the first time I felt accepted in America,’ [Tareq] says. ‘When you play, it doesn’t matter what grade you’re in or what language you speak.’” (p. 20)
- Ⓑ “He practiced before and after school—often until 9 p.m.” (p. 19)
- Ⓒ “In 2017, he played in the city’s all-star game and was named MVP—a top honor.” (p. 20)

I chose ____ because _____

3. A. Choose the THREE pieces of text evidence from “My Sport Helped Me Make a New Life in America” that BEST support the statement below.

Tareq faced challenges when he first arrived in America.

- Ⓐ “Though few Americans play the game, it’s wildly popular across the world.” (p. 19)
- Ⓑ “He struggled to understand his teachers because he was still learning English.” (p. 19)
- Ⓒ “His new school had students from dozens of countries.” (p. 19)
- Ⓓ “He had few friends.” (p. 19)
- Ⓔ “He needed cricket shoes with spikes, but his family couldn’t afford them.” (p. 19)

B. Select one piece of INCORRECT evidence from above and explain why it does NOT support the statement.

Evidence ____ does not support the statement because _____

4. Choose the paragraph that correctly uses text evidence from “My Sport Helped Me Make a New Life in America” in the form of a direct quotation.

- Ⓐ America is very diverse. In her article “My Sport Helped Me Make a New Life in America,” author Michelle Crouch explains that “more than 40 million people who live in the United States moved here from another country” (19). In other words, people from all over the world live in the U.S.
- Ⓑ America is very diverse. In her article “My Sport Helped Me Make a New Life in America,” author Michelle Crouch explains that millions of people who live in America came here from another country. (19). In other words, people from all over the world live in the U.S.
- Ⓒ America is very diverse. For example, “more than 40 million people who live in the United States moved here from another country.” In other words, people from all over the world live in the U.S.

Explain why the two answers you did NOT choose are incorrect: _____

5. Choose the paragraph that correctly uses text evidence from “How to Be Welcoming” in the form of a paraphrase.

- Ⓐ The Global Minds Initiative helps new students in America feel welcomed and accepted. For example, Khawla Issa felt out of place when she first moved to America from Syria. However, after Khawla participated in Global Minds at her school, she felt more comfortable around her peers.
- Ⓑ The Global Minds Initiative helps new students in America feel welcomed and accepted. For example, in her article “How to Be Welcoming,” author Jessica Press includes a quote from student Khawla Issa. After participating in Global Minds at her school, Khawla said, “I know now that we are all alike and equal. I’m comfortable here, and that’s just awesome” (21).
- Ⓒ The Global Minds Initiative helps new students in America feel welcomed and accepted. For example, in her article “How to Be Welcoming,” author Jessica Press explains that Khawla Issa felt out of place when she first moved to America from Syria (21). However, after Khawla participated in Global Minds at her school, explains Crouch, Khawla felt more comfortable around her peers (21). In other words, the Global Minds Initiative offered Khawla a place in a welcoming community.

Explain why the two answers you did NOT choose are incorrect: _____

6. Now it's your turn. Write a paragraph explaining how Tareq demonstrates grit and determination in "My Sport Helped Me Make a New Life in America." Your paragraph should include:

- **a topic sentence**
- **at least one piece of text evidence in the form of a paraphrase or a direct quotation from each article**
- **a sentence that states how that evidence supports your central idea**

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____ Date: _____

Finding Text Evidence

Directions: Read “My Sport Helped Me Make a New Life in America.” Then complete the activity below.

1. Choose the TWO pieces of text evidence from the article that best support the statement below.

STATEMENT:

Tareq faced challenges when he first arrived in America.

- Ⓐ “He struggled to understand his teachers because he was still learning English.” (p. 19)
- Ⓑ “His new school had students from dozens of countries.” (p. 19)
- Ⓒ “This includes about 2.9 million kids like Tareq.” (p. 19)
- Ⓓ “He had few friends.” (p. 20)

.....

2. Choose the ONE piece of text evidence from the article that best supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Tareq is determined.

- Ⓐ “He practiced before and after school—often until 9 p.m.” (p. 19)
- Ⓑ “He still plays cricket for fun.” (p. 20)
- Ⓒ “To Tareq, everything felt unfamiliar from the moment he landed in New York City.” (p. 19)

I chose ____ because _____

3. Read the lines below from the article. Then write a statement that they all support.

STATEMENT:

- Ⓐ “For example, if they aren’t fluent in English and find themselves at a school where no one else speaks their native language, it can be difficult to form friendships, participate in class and after-school activities, or join conversations about popular movies and TV shows.” (p. 19)
- Ⓑ “Then there are the cultural differences—new types of cuisine, different customs and traditions, and unfamiliar holidays, such as Thanksgiving and July 4.” (p. 19)
- Ⓒ “And of course there can be homesickness—missing friends and family, longing for an old house, a beloved park, or a favorite food.” (p. 19)

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

Welcome Contest

What challenges might students from other countries face when they first come to the U.S.? What can be done to support them? Use text evidence to support your answer.

Three winners will each get *The Playbook* by Kwame Alexander.

Entries will be judged on:

- ⇒ use of information from both texts
- ⇒ grammar, spelling, and punctuation
- ⇒ clarity and good organization
- ⇒ creativity

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 entry and send both to: scopemag@scholastic.com
or mail them to: Welcome Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2019!



Fly Girl

Respond to each statement by checking “Agree” or “Disagree.” Be prepared to justify your responses.

	Agree	Disagree
1. “Only those who will risk going too far can possibly find out how far one can go.” —T.S. Eliot		
2. To be your best self requires taking risks.		
3. War affects more people than just those on the battlefield.		
4. It doesn’t matter what other people think you can or can’t do.		
5. Determination is what makes the impossible possible.		
6. Parents should always try to stop their children from taking big risks.		
7. Long-held ideas take a long time to change.		

Name: _____ Date: _____

Promo Planner

Directions: Imagine that the play *Fly Girl* is being made into a movie, and you've been hired to help promote it. Make a movie poster, 30-second movie trailer, or social media advertisement for the movie. Use the graphic organizer below to help you think about *Fly Girl* the movie and plan its promo. (The word *promo* is short for *promotional*. *Promo* is often used to refer to an advertisement that promotes something, such as a new movie or television show.)

Super short summary

In one or two sentences, explain what the movie *Fly Girl* is about. (Think of the tiny blurbs that you see when you click on a Netflix movie.)

Setting

What should the audience know about when and where the movie takes place? How will you show this to the audience in your poster, trailer, or ad?

Characters

Which characters should appear in your promo? List them, and explain how they will be portrayed.

**Quotes and images
that stuck with you**

Is there any dialogue or imagery from *Fly Girl* the play that you want to include in *Fly Girl* the movie and its promo?

What are the big ideas, or themes, of the story that you want to let people know about through the promo?

Big ideas

List any other details that you think would entice people to go see *Fly Girl* the movie.

**Other
important details**

The Concept

It's time to brainstorm ideas for your promo. Sketch your poster, storyboard your trailer, or mock up your social media ad in the box below.

POSTER

What image(s) will you include?
What colors and fonts will you use? Will your poster ask a question? Make a statement that draws people in?

TRAILER

What mood will your trailer have? Will it have action? Drama? Both? What scenes will you focus on? Will you do a voice-over? What music and props do you need?

SOCIAL MEDIA AD

Will you use a photo? A film clip? A GIF? What will your caption be? (Keep your platform's character limit in mind.) What hashtags will you use?

Name: _____ Date: _____

Close-Reading Questions

Fly Girl

1. How does the mood change from the beginning to the end of Scene 1? (mood)
2. What does Edward R. Murrow's news report in Scene 2 contribute to the story? Why do you think the playwright included it? (author's craft)
3. In Scene 2, why doesn't Margie's dad want her to become a pilot? (inference)
4. In Scene 3, Jackie Cochran tells the trainees, "Many of you will wash out." What does she mean? (interpreting text)

5. In Scene 4, how does Margie feel about being called “little lady”? How can you tell?
(inference, text evidence)
6. What change takes place in Margie’s dad over the course of Scene 6? What causes this change? (character, cause and effect)
7. At the end of the play, Margie is eager to get back to flying even though she’s still recovering from a serious accident. Why does she feel this way? (inference)
8. What kind of discrimination do the WASPs encounter? How do they overcome it? (key ideas)

Name: _____ **Date:** _____

Critical-Thinking Questions

Fly Girl

1. In Scene 4, Nell reveals that she stood on her tiptoes to meet the WASP program's height requirement. That's cheating! Does the end justify the means? In other words, does Nell's service to her country make it OK that she wasn't honest about her height?
2. Margie Canfield is a fictional character. Why do you think the author chose to create a fictional main character for the play rather than telling the story of a real WASP?

Name: _____ Date: _____

Vocabulary:

Fly Girl

Go to Scope
Online to listen
to the words
and definitions
read aloud!

1. altitude (AL-tih-tood) *noun*; Altitude is how high something is above a particular point. Altitude is usually measured from the level of the sea. An airplane flying at an altitude of 35,000 feet is 35,000 feet above sea level.

2. barrack (BEHR-uhk) *noun*; A barrack is a building or a group of buildings where people in the military live. Barracks are very basic—usually just large rooms filled with rows of beds. (Note: The plural form of *barrack* is more common than the singular form.)

3. expendable (ik-SPEND-duh-buhl) *adjective*; To expend (ik-SPEND) is to use up. You might expend a lot of energy raking leaves from your yard in the fall.

Something that is expendable is not necessary, or it is easily replaced and not worth saving. Paper and pencils are expendable classroom supplies. If an NBA basketball coach says that a player is expendable, he means that the player can easily be replaced—the coach isn't worried about that player leaving for another team.

4. ferry (FEHR-ee) *noun or verb*; A ferry is a boat that transports people back and forth across a body of water on a regular schedule. To visit the Statue of Liberty, you need to take a ferry across New York Harbor to Liberty Island.

As a verb, *ferry* means “to carry or move someone or something on a vehicle between two places.” After a softball game, your mom might ferry your team to a pizza place in her car.

5. grievous (GREE-vuhs) *adjective*; Something that is grievous causes grief, suffering, or pain, or is very serious. A grievous injury is a very bad injury. Grievous news causes intense sadness or shock.

6. malfunction (mal-FUHNGK-shuhn) *noun or verb*; When a piece of equipment or machinery functions, it works. The prefix *mal* means “bad,” so to malfunction is to fail to function or work properly. Your computer might malfunction if it gets a virus.

As a noun, *malfunction* means “a failure to function properly.” You might have to take the stairs if the elevators are closed because of a malfunction.

7. proficient (pruh-FISH-uhnt) *adjective*; If you are proficient in something, you can do it well.

A proficient swimmer is a skilled swimmer. It can take a couple of years to become a proficient driver.

8. rip cord (rip kawrd) *noun*; A rip cord is the cord on a parachute that is pulled to open the parachute.

9. vital (VAHYT-uhl) *adjective*; *Vital* can mean “necessary for life to continue,” as in “The heart is a vital organ.” *Vital* can also mean “full of life and energy,” as in “At 86, Janet is still an active and vital woman.” Or *vital* can mean “extremely important or necessary,” as in “Mark is a vital part of the team” or “The detective discovered a vital clue to solving the mystery.”

Directions: Below and on the back of this page, list any other words from the play 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

Fly Girl

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

vital proficient barracks grievous altitude

1. After a long day of physical training, the soldiers were ready to get back to their living quarters to rest.

2. To protect your privacy, it is very important that you keep your computer passwords secret.

3. There is only one way to become a skilled piano player—practice!

4. Matt's face turned pale when he heard the horrible news.

Directions: Underline the boldfaced word in each pair that best completes the sentence.

5. We drove our car onto a **ferry/barrack** that took us from the mainland to a nearby island.

6. The skydiver pulled the **rip cord/malfunction** and gently floated down the ground.

7. Our toaster was clearly **ferrying/malfunctioning**; it kept spitting out black, smoking toast no matter which setting we used.

8. We stared out the window as the airplane climbed to its cruising **altitude/ferry**.

9. NASA uses **expendable/vital** rockets to launch its spacecraft into space: The rockets are used once and then thrown away.

10. It is **vital/proficient** to wear a helmet while skateboarding.

.

Name: _____ Date: _____

Fly Girl

Character Thinking Tool

The questions in this activity are about the characters of

Margie and Nell

1. Based on the photos and captions and on the information in the play, how did World War II affect the daily lives of young people?

2. In Scene 2, Margie is excited to learn about the WASP program and wants to sign up. Why do you think being a WASP appealed to her?

3. What does Scene 3 reveal about Nell—about what kind of person she is? Explain.

4. A. In Scene 4, Margie's flight instructor says to her, "Sure you can handle it, little lady?" How does this question make Margie feel? How do you know?

B. What other experiences do Margie and Nell have that are similar to this one? How do they respond to these experiences?

5. In Scene 9, Margie is eager to get back to flying even though she's recovering after a serious accident. What does this say about her? Do you think most people would feel this way?

6. What character traits does Margie possess that make her a good WASP? A good role model? Explain.

Name: _____ Date: _____

Fly Girl Quiz

Directions: Read *Fly Girl*. Then answer the questions below.

1. If you were to rearrange the scenes so that the events were in chronological order, what change would you make?
 - (A) move Scene 1 so that it follows Scene 8
 - (B) move Scene 1 so that it follows Scene 7
 - (C) move Scene 8 so that it follows Scene 1
 - (D) move Scene 2 so that it follows Scene 6
2. At the beginning of the play, why doesn't Margie's dad want her to become a WASP?
 - (A) He doesn't think women should fly airplanes.
 - (B) He thinks she is too young and should wait a few years before becoming a pilot.
 - (C) He is worried that she will be killed in a plane crash, as his sister was.
 - (D) He doesn't want her to leave home.
3. Which lines help you understand that women pilots faced discrimination during World War II? Choose TWO answers.
 - (A) Jackie Cochran: This six-month training program is rigorous.
 - (B) Instructor: Sure you can handle it, little lady?
 - (C) Margie: Did you hear that rotten captain? He said women pilots are as expendable as the planes.
 - (D) General Arnold: The WASPs are doing vital jobs.
4. The photo caption on page 14 states that more than 25,000 women applied to the WASP training program, fewer than 2,000 were accepted, and only 1,074 made it through the training. Which line from the play illustrates a similar idea?
 - (A) Jackie Cochran: This six-month training program is rigorous. Many of you will wash out.
 - (B) Cochran: Now, there are men out there who think you can't do it.
 - (C) Margie: The Army never expected women to be flying their planes.
 - (D) Margie: That's not going to happen to us, is it?
5. In Scene 7, Margie and Nell discuss an accident at Camp Davis. The playwright likely included this dialogue to help develop the idea that
 - (A) Camp Davis was less safe than Love Field.
 - (B) Margie was having doubts about being a WASP.
 - (C) Nell had more experience than Margie.
 - (D) being a WASP involved risk.
6. How is the conflict between Margie and her dad resolved at the end of the play?
 - (A) Margie apologizes and agrees to quit the WASPs.
 - (B) They agree not to talk about the WASPs again.
 - (C) Margie convinces her dad that being a WASP is not as dangerous as he thinks.
 - (D) Margie's dad is proud of her and decides to support her choice to be a WASP.

Constructed-Response Questions



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

7. What benefits would Margie say she has received through being a WASP? What would she say have been the challenging or negative aspects of being a WASP? Use details from the play to support your answer.
8. Aunt Margaret is not a character in the play, but she is an important part of the story. Explain why. Use text evidence to support your answer.

Name: _____ Date: _____

Fly Girl Quiz

Directions: Read *Fly Girl*. Then answer the questions below.

1. In order of time, the events in Scene 1 come
 - (A) right before the events in Scene 8.
 - (B) right after the events in Scene 8
 - (C) right before the events in Scene 2.
 - (D) right after the events in Scene 9.
2. At the beginning of the play, why doesn't Margie's dad want her to become a WASP?
 - (A) He doesn't think women should fly airplanes.
 - (B) He thinks she is too young to be a pilot.
 - (C) He is worried that she will be killed in a plane crash, as his sister was.
 - (D) He doesn't want her to leave home.
3. Which lines help you understand that women pilots faced discrimination during World War II? Choose TWO answers.
 - (A) Jackie Cochran: This six-month training program is rigorous.
 - (B) Instructor: Sure you can handle it, little lady?
 - (C) Margie: Did you hear that rotten captain? He said women pilots are as expendable as the planes.
 - (D) General Arnold: The WASPs are doing vital jobs.
4. The photo caption on page 14 says that the WASP training was "grueling" and that many women were not able to complete it. Which line from the play illustrates a similar idea?
 - (A) Jackie Cochran: This six-month training program is rigorous. Many of you will wash out.
 - (B) Cochran: Now, there are men out there who think you can't do it.
 - (C) Margie: The Army never expected women to be flying their planes.
 - (D) Margie: That's not going to happen to us, is it?
5. In Scene 7, Margie and Nell talk about an accident at Camp Davis. The playwright likely included this discussion to help develop the idea that
 - (A) Camp Davis was less safe than Love Field.
 - (B) Margie was having doubts about being a WASP.
 - (C) Nell had more experience than Margie.
 - (D) being a WASP involved risk.
6. What happens in the last scene of the play?
 - (A) Margie apologizes to her dad and agrees to quit the WASPs.
 - (B) Margie and her dad agree not to talk about the WASPs again.
 - (C) Margie convinces her dad that being a WASP is not dangerous.
 - (D) Margie's dad supports her choice to be a WASP.

Constructed-Response Questions



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

7. What evidence is there that Margie would say being a WASP has generally been a good experience? Support your answer with details from the play.
8. Aunt Margaret is not a character in the play, but she is an important part of the story. Explain why. Use text evidence to support your answer.

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. In Scene 2, Margie tells her dad that she wants to become a WASP.</p> <p>Margie: Look at this, Dad. Women pilots are ferrying and testing planes so more men can fight overseas.</p> <p>SD1: Dad turns pale.</p> <p>Margie: It says here these women “fly with skill, precision, and zest.”</p> <p>SD2: Margie looks up with bright, shining eyes.</p> <p>Margie: I want to apply to the training program!</p> <p>Dad: Absolutely not.</p> <p>SD3: He walks out.</p> <p>Margie: What was that about?</p>	<p><i>How does Margie’s dad feel about her ambition to become a pilot?</i></p> <p>Margie’s dad is terrified by the idea of Margie becoming a pilot. You can tell this from the fact that his face “turns pale” when Margie first mentions it. You can also tell how averse he is to the idea from the fact that he refuses to even talk about it. Instead, he dismisses the idea completely and leaves the room.</p>
<p>2. Find two lines in the play that support the inference on the right.</p>	<p>Nell is friendly and good-humored.</p>
<p>3. In Scene 4, Margie has her first flying lesson as a WASP.</p> <p>SD3: An instructor comes over.</p> <p>Instructor: Canfield! You’re with me today. We’re going up in the BT-13. This plane is big, heavy, and fast. Sure you can handle it, little lady?</p> <p>SD1: Margie clenches her jaw and grabs her flight gear.</p> <p>Margie (<i>under her breath</i>): Yes, this <i>little lady</i> can handle it.</p>	<p><i>How is Margie feeling in this moment?</i></p>

Clues	Inference
4. Find two lines in the play that support the inference on the right.	Margie’s dad is proud of Margie.

What's the 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.

Directions: Open your magazine to Scene 1 of the play *Fly Girl*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Mood Words

cheerful, content, emotional, gloomy, tense, terrified, panicked, relaxed, silly

Beginning of Scene 1

1. Choose one or two words to describe the mood at the beginning of Scene 1. You can choose from the list in the box above, or you can come up with your own word or words.

Mood at the beginning of Scene 1: _____

2. Explain what creates that mood by answering the questions below.

A. How does the plot help create the mood? In other words, what is going on, and how does that help create the mood you named?

B. How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

Shift in Mood

3. Partway through Scene 1, the mood suddenly changes. Briefly explain when this shift happens.

Second part of Scene 1

4. Choose one or two words to describe the mood in the second part of Scene 1. You can choose from the list on page 1 of this activity, or you can come up with your own word or words.

Mood of the second part of Scene 1: _____

5. Explain what creates that mood by answering the questions below.

A. How does the plot help create the mood? In other words, what is going on, and how does it help create the mood you named?

B. How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

Reimagine the Scene

6. Now choose either the first part of the scene or the second part of the scene. How could you change the mood of that part of the scene to something else? Would you change the events? The dialogue? Both of those things? Explain on the back of this page.

What's the 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.

Directions: Open your magazine to Scene 1 of the play *Fly Girl*. Reread the scene, then answer the questions below using details from the scene to support your answers.

Beginning of Scene 1

1. Choose the pair of words that best describe the mood at the *beginning* of Scene 1.

- Ⓐ tense and frightened
- Ⓑ excited and silly
- Ⓒ happy and relaxed

2. Think about what Margie and Nell say at the beginning of the scene. How does their dialogue (what they say) help you understand that they are not expecting anything to go wrong?

Shift in Mood

3. Partway through Scene 1, the mood suddenly changes. When does this change happen?

- Ⓐ when Nell admires the wildflowers
- Ⓑ when Margie smells smoke
- Ⓒ when Nell says “I can’t leave you!”

Second part of Scene 1

4. Read the mood words in the box below.

Mood Words

cheerful, emotional, sad, tense, terrified, panicked, silly

Choose one or two words from the box that best describe the mood of the *second part* of Scene 1.

Mood of the second part of Scene 1: _____

5. Explain what creates that mood by answering the questions below.

A. How does the plot help create the mood? In other words, what is going on in the second part of the scene, and how does it help create the mood you named?

B. How does the dialogue help create the mood? Think about not only what the characters say but also how they say it.

Change the Mood

6. Now choose either the first part of the scene or the second part of the scene. How could you change the mood of that part of the scene? Would you change the events? The dialogue? Both of those things? Explain on the back of this page.

Note: *Scope* does not accept Google Docs. If you are e-mailing your entry, please send a .pdf or .doc file. If you are e-mailing a video entry, please either attach the file or use a file-sharing platform such as Dropbox.

WASP Contest

Imagine that this play is being made into a movie, and you've been hired to help promote it. Make a movie poster, 30-second movie trailer, or social media advertisement for the movie.

Five winners will get *Yankee Doodle Gals* by Amy Nathan.

Entries will be judged on:

- ⇒ a clearly stated central idea
- ⇒ good organization and transitions
- ⇒ use of supporting text evidence
- ⇒ 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 entry and send both to: scopemag@scholastic.com
or mail them to: WASP Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2019!

Name: _____ Date: _____

Constructing a Response

Directions: Read "Drone to the Rescue" and complete the activity on page 23. Then follow the steps below to write a response to the question on page 23.

→ See *Scope's* "How to Answer a Constructed-Response Question" for tips and information about how to complete this activity.

Question from page 23:
How will drones shape our future society?

Step 1: Write your claim.

Complete the sentences below to write your claim in response to the question.

Drones will shape our future society by _____

_____.

Step 2: Provide text evidence with commentary.

Write two details from the article that support your claim. You can write them in the form of direct quotations or paraphrases. Include a citation for each detail. Explain how each detail supports your claim.

Detail 1: _____

Sentence explaining how this detail supports my claim: _____

Detail 2: _____

Sentence explaining how this detail supports my claim: _____

Step 3: Write a conclusion.

Wrap it all up. End your paragraph with a strong sentence that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

Now it's time to put it all together. And guess what? You've already done the hardest part! All that's left is to take what you just wrote and put it together into one flowing paragraph. Write your final response on a separate sheet of paper.

Remember to:

- Use transitions between sentences.
- Read your paragraph to make sure your ideas are clear. Revise as needed.
- When you are satisfied with your paragraph, read it again to make sure there are no spelling or punctuation mistakes.

Name: _____ Date: _____

“Drone to the Rescue” Quiz

Directions: Read “Drone to the Rescue.” Then answer the questions below.

- The anecdote about the two teens being rescued by a drone contributes to the article by**
 - helping the reader picture what a drone looks like.
 - giving one example of how drones can improve our lives.
 - explaining what a drone is.
 - supporting the idea that drones should be used only for rescues.
- On page 23, the authors write, “But click-worthy videos only scratch the surface of drone potential.” The phrase “only scratch the surface” means**
 - to deal with or cover only a very small part of something.
 - to cause damage to something.
 - to scrape something.
 - to hold something back.
- Which of the following expresses a central idea of the section “From Medicine to Burritos”?**
 - Drones can deliver pizzas and burritos.
 - Drones are no longer expensive.
 - Drones can fulfill many different needs.
 - Drones come in many different sizes.
- On page 23, the authors write, “... not everyone appreciates a buzzing robot interrupting a peaceful afternoon in nature.” This line**
 - supports the idea that the use of drones is widespread.
 - refutes the idea that drones do not belong in nature.
 - supports the idea that the use of drones could be disruptive.
 - tells you that the authors find drones annoying.

Constructed-Response Question

Directions: Write your answer in a well-organized response.

- On page 23, the authors write, “Clearly, drones have a lot to offer.” How well do they support this claim? Use text evidence to support your answer.

Name: _____ Date: _____

“Drone to the Rescue” Quiz

Directions: Read “Drone to the Rescue.” Then answer the questions below.

1. The author likely included the story about the two teens being rescued by a drone to
 - (A) help the reader picture what a drone looks like.
 - (B) show one way that drones can improve our lives.
 - (C) explain what a drone is.
 - (D) show how dangerous drones are.
2. On page 23, the authors write, “But click-worthy videos only scratch the surface of drone potential.” The phrase “only scratch the surface” means
 - (A) to deal with only a very small part of something.
 - (B) to cause damage to something.
 - (C) to scrape something.
 - (D) to hold something back.
3. Which of the following expresses a central idea of the section “From Medicine to Burritos”?
 - (A) Drones can deliver pizzas and burritos.
 - (B) Drones are cheap.
 - (C) Drones can fulfill many different needs.
 - (D) Drones come in many different sizes.
4. Which line from the article supports the idea that the use of drones could disturb people?
 - (A) “Until recently, drones were used mainly by the military.” (p. 22)
 - (B) “Meanwhile, scientists are working on how to use drones to predict hurricanes and tornadoes.” (p. 23)
 - (C) “. . . not everyone appreciates a buzzing robot interrupting a peaceful afternoon in nature.” (p. 23)
 - (D) “Domino’s has used drones to deliver pizza in New Zealand.” (p. 23)

Constructed-Response Question



Directions: Write your answer in a well-organized response.

5. On page 23, the authors write, “Clearly, drones have a lot to offer.” How well do they support this claim? Use text evidence to support your answer.

Name: _____ Date: _____

Go to Scope
Online to listen
to the words
and definitions
read aloud.

Vocabulary:

"Drone to the Rescue"

1. aerial (AIR-ee-uhl) *adjective*; Things that are aerial exist in or move through the air. Airplanes are a form of aerial transportation, birds are aerial creatures, and the flips and twists that snowboarders perform are aerial tricks.

2. nano (NA-noh) *prefix*; *Nano* means "very, very tiny." *Nano* is often used to form compound words such as *nanotechnology* (technology that deals with extremely tiny things). When *nano* is used in the name of a unit of measure, it has the specific meaning of "one-billionth." So a nanometer is one-billionth of a meter.

3. potential (puh-TEN-shuhl) *adjective or noun*; As an adjective, *potential* means "possible, or capable of becoming real." If someone is a potential candidate for president, he or she *might* become a candidate for president but is not in the race yet. The potential side effects of a medicine—like making you tired or dizzy—are side effects that the medicine *could* cause.

As a noun, *potential* can mean "an ability that can lead to success or excellence." If you have potential as a piano player, you have skills or natural talent that can carry you to greatness (if you keep practicing). *Potential* can also mean "the chance or possibility that something will develop and become real." Icy roads increase the potential for car accidents.

4. frontier (fruhn-TEER) *noun*; *Frontier* has several meanings related to the idea of a boundary:

1. a border between two countries

We stopped at a restaurant on the frontier between the U.S. and Canada.

2. an unexplored, unoccupied area of land

In the early 1800s, Lewis and Clark explored the western frontier of America.

3. the limits of knowledge in a particular field; the border between what is known and what is not known; the most advanced or recent ideas about something

The doctor's incredible discovery pushed back the frontiers of medicine.

Directions: On the back of this page, list any other words from the article 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 primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

Vocabulary Practice

"Drone to the Rescue"

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

BOOK TITLES

- A. *Nano World*
- B. *The Last Frontier*
- C. *A Potential Threat*
- D. *Aerial Magic*

1. Melissa Simmons is amazed to discover an entire civilization of extremely tiny people living in the old barn on her grandparents' property.

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

2. After Aaron and his mother move into a new house, he quickly realizes the house is haunted. Aaron is terrified—but the fact is, the ghost just wants Aaron's help.

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

3. This stunning collection of photographs features trapeze artists from around the world.

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

Directions: Answer each question below.

4. Your soccer coach says your team has the potential to win the championship game. What does he mean?

- Ⓐ He thinks it's possible for your team to win the championship game.
- Ⓑ He thinks a win for your team is unlikely.

5. Which is likely the definition of *aerial photography*?

- Ⓐ the taking of photographs from an airplane or other flying object
- Ⓑ the process of taking photographs while underwater

6. Thanks to _____, scientists have developed bandages that contain tiny particles of silver that prevent infection.

- Ⓐ nanotechnology
- Ⓑ frontier

7. Which of these is an aerial creature?

- Ⓐ a worm
- Ⓑ a bee

8. Which of the following words is a synonym of *frontier*?

- Ⓐ bottom
- Ⓑ edge

Name: _____ Date: _____

Analyzing Poetry

Below is Georgia Douglas Johnson's poem "Your World." Read the poem a few times. (We underlined and defined some of the trickier words.) Then answer the questions on the next page. This activity is meant to be completed in partners, in groups, or as a class.

Your World by Georgie Douglas Johnson



- 1 Your world is as big as you make it.
I know, for I used to abide
- 3 In the narrowest nest in a corner,
My wings pressing close to my side.
- 5 But I sighted the distant horizon
Where the skyline encircled the sea
- 7 And I throbbed with a burning desire
To travel this immensity.
- 9 I battered the cordons around me
And cradled my wings on the breeze,
- 11 Then soared to the uttermost reaches
With rapture, with power, with ease!

abide: to stay or live
in a place or to put up
patiently with something

encircled: formed
a circle around;
surrounded

immensity: hugeness

battered: beat;
struck violently
again and again

uttermost:
of the greatest,
highest, or most
intense degree or
amount

cordons: lines of
persons or objects that
surround and guard a
person or place

rapture:
feeling carried
away by intense
happiness or joy

Directions: Work with your partner or group to answer the following questions. There are no right or wrong answers. P.S. Be prepared to get up and move around!

1 Throughout this poem, the poet uses an extended metaphor in which the speaker compares herself to a(n) _____.

- A. airplane B. bird C. ocean D. soldier

Explain how you know.

2 In lines 2-4, the speaker says "... I used to abide/In the narrowest nest in a corner,/My wings pressing close to my side." Try acting out these lines: Stand by yourself in a corner or a small space and press your wings (your arms) close to your sides.

How did doing this make you feel?

3 What do you think the speaker is saying in lines 2-4 about the way she used to live her life?

4 Consider the word *encircled* in line 6. What do you think the speaker means when she says that "the skyline encircled the sea"?

5 How does what the speaker describes in the second stanza compare with what she describes in the first stanza? Is it similar or very different?

6 What idea do you think the speaker is expressing in the second stanza about how she wants to live her life?

7 In your own words, describe what the speaker is describing in the third stanza.

a. First, explain what the poem literally describes: what the bird did.

b. Now explain what the metaphor means. In other words, what is the human being who is the speaker of the poem saying that she did?

8 In line 9, the speaker says that she "battered the cordons" around her. What do you think she means? What kinds of things might guard people or hold them back from going where they want to go and doing what they want to do in life?

9 Now take a moment to act out the third stanza the way you acted out the first stanza. Move your "wings" and imagine you are beating off the things that are guarding you or holding you back. Then spread your "wings" and imagine soaring high up into the sky toward the horizon.

How did doing this make you feel?

10 Now go back to the very first line of the poem: "Your world is as big as you make it." Explain what the speaker means and how this idea is developed throughout the poem.

Name: _____ Date: _____

Project Planner

Read the poem "Your World" on page 32 of *Scope* and complete the Poetry Analysis activity. Then fill in the graphic organizer below and on the next page to help you plan and respond to the prompt at the bottom of page 32:

Now create a poem, essay, drawing, or song called "My World" that reveals some of your hopes and dreams—the things on YOUR "distant horizon."

In this activity:

- You don't have to write in complete sentences.
- You don't need to fill in every circle. Just fill in as many as you can or want to.
- You don't need to use every idea you write down here in your final poem, essay, drawing, or song. This is just a place to brainstorm some ideas.

What ideas do you have about the job you might want to have when you grow up?

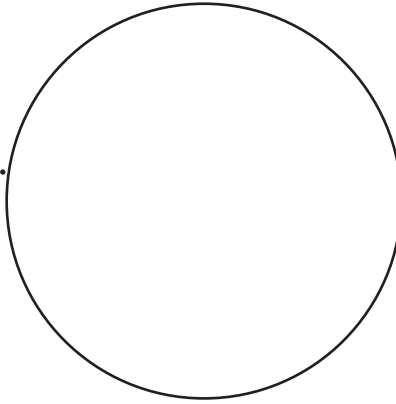
Is there anything you are curious about but are afraid to try?

Is there anything about yourself that you keep hidden but would like to show the world?

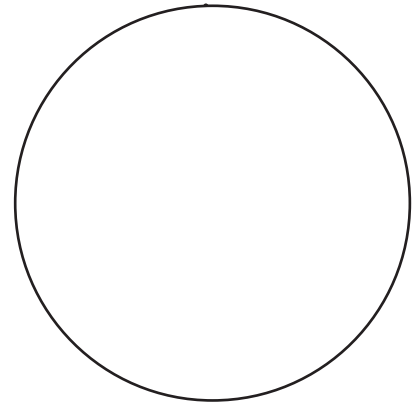
What are some things you dream of doing in the next year?

What are some things you dream of doing in the next five years?

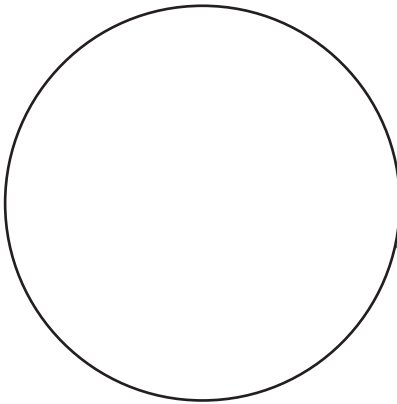
What are some things
you dream of doing in
the next 10 years?



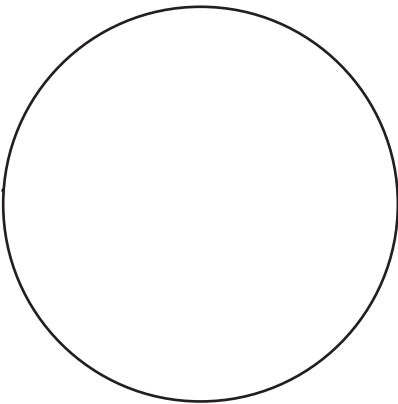
What are some things
you dream of doing
when you are an adult?



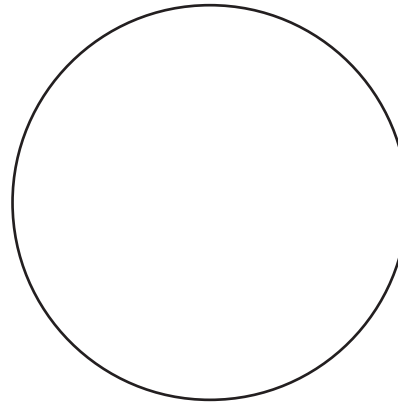
Where do you
want to live when
you grow up?



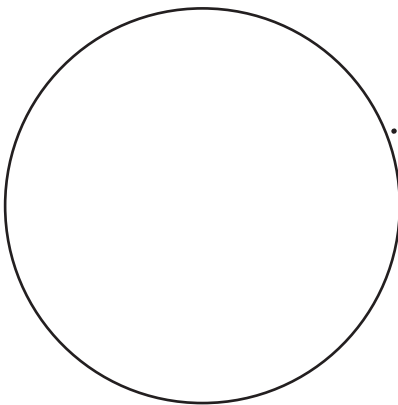
What is
your craziest,
most
impossible
seeming
dream?



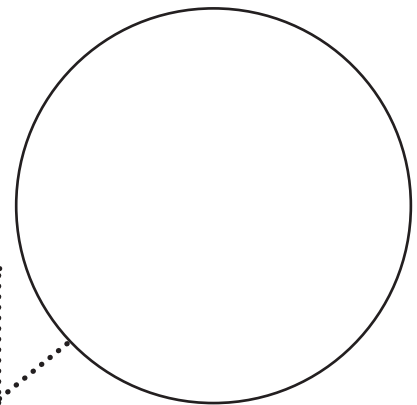
What
dreams or
hopes do
you have for
society or for
the world?
How can you
help make
those things
happen?



What challenges might
you have to overcome to
achieve your dreams?



Imagine the most powerful,
most confident version of
yourself. Where are you?
What are you wearing? What
are you doing?



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

My World Contest

You just read a poem called "Your World." Now create a poem, essay, drawing, or song called "My World" that reveals some of your hopes and dreams—the things on YOUR "distant horizon." Five winners will each get a \$25 Visa gift card.

Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ strength of descriptive language

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 sheet with your entry and send both to: scopemag@scholastic.com
Or mail to: My World Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2019!

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

Bodie Contest

Read the passage on page 29 of your May 2019 issue of *Scope*. Note the words and phrases in bold. They are vague—meaning they are not very descriptive. Follow the prompts in the blue circles to make the writing more vivid. Three winners will each get a \$25 Visa gift card and have their entries published online.

Entries will be judged on:

- ⇒ creativity
- ⇒ grammar
- ⇒ clarity
- ⇒ strength of descriptive language

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 sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: Bodie Contest, c/o *Scope*, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY June 15, 2019!