

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 _____

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)

Name: _____ Date: _____

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: _____

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?

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.
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 simile that
 - (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: _____

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.

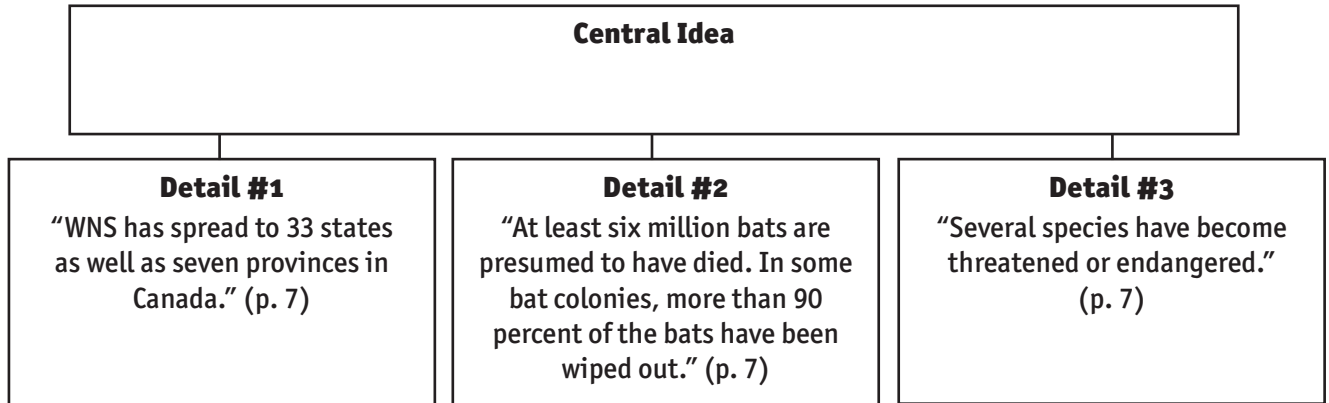
- B. Explain how you know.

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?”)

[illegible]

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 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

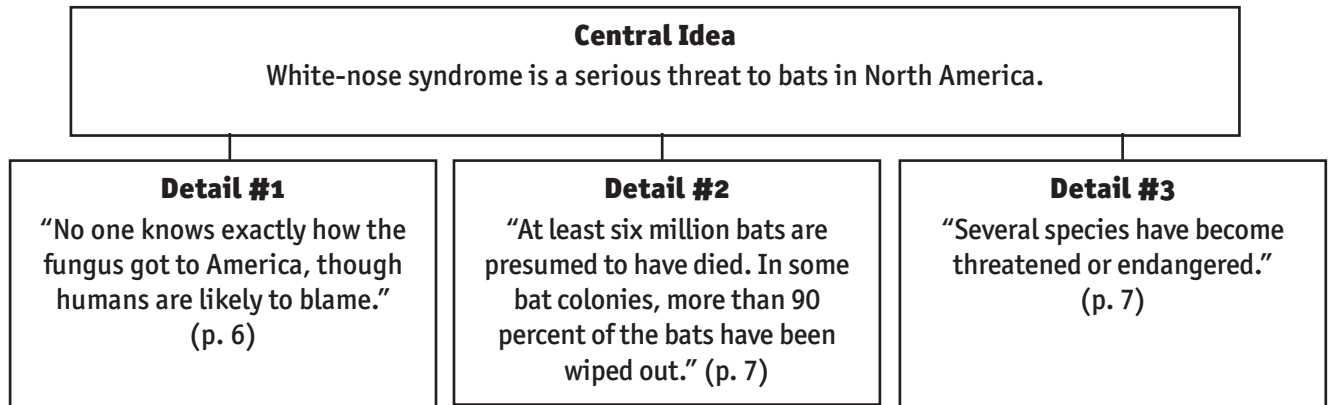
pitying

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.

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. 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)

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 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, text, 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 _____

Name: _____ Date: _____

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.

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!