

Name: \_\_\_\_\_ Date: \_\_\_\_\_

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

# Vocabulary:

## "All the Right Notes"

1. **bellow (BEL-oh)** *verb*; To bellow is to make a deep, loud sound or shout. Cows often bellow if they are hungry or stressed. A coach might bellow across the field for his players to huddle up.
2. **commendable (kuh-MEN-duh-buhl)** *adjective*; The verb *commend* (kuh-MEND) means "to give someone praise." Your dad might commend you for patiently helping your younger brother with his homework.  
  
*Commendable* means "worthy of praise," as in "The firefighters' bravery was commendable."
3. **fervor (FUR-ver)** *noun*; *Fervor* means "strong feeling or expression." Sports fans are often full of fervor at a big game. If fans don't like one of the referee's calls, they might boo with fervor.
4. **musty (MUHS-tee)** *adjective*; Something that is musty has a stale, moldy smell, usually because of dampness and a lack of fresh air. Old buildings and basements often have a musty odor. If you leave a wet towel on the floor of your closet, it might make your whole room musty.

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**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 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.

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# Vocabulary Practice

## "All the Right Notes"

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

**bellow****commendable****fervor****musty**

1. Mr. Scott thought his students did a very good job painting the mural.

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2. Terry opened the window to clear the room of its stale, moldy smell.

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3. Dan heard his grandfather holler his name above the noise of the crowd.

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

**4. fervor**

- Ⓐ passion
- Ⓑ boredom

**5. musty**

- Ⓐ stinky
- Ⓑ fresh

**6. commendable**

- Ⓐ wrong
- Ⓑ admirable

**7. bellow**

- Ⓐ roar
- Ⓑ whisper

**Directions:** Choose the best answer to each question.

**8. Which activity might someone do with fervor?**

- Ⓐ describe his or her favorite movie of all time
- Ⓑ take a nap

**9. Why might a park ranger bellow?**

- Ⓐ to rest after a busy day
- Ⓑ to warn visitors about something

**10. Which group of objects might be musty?**

- Ⓐ a stack of old books from a library
- Ⓑ a tray of freshly baked cookies

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# Choice Board

## "All the Right Notes"

Retell the story using emojis. Ask someone to decode each part to see if they can determine what the story was about.

Write a sequel to this story, staying true to its characters.

Rewrite the story as a Twitter conversation among its characters. Stick to Twitter's 280-character maximum per tweet. Don't forget hashtags.

Imagine that the story is being turned into a full-length book. Design the cover of the book

Create an imaginary Facebook or Instagram profile for one of the story's characters. Include a profile picture, cover photo, basic info, life events, status updates, friends, links to photos the character might share, etc.

Look over the story and record any words, phrases, or whole sentences that are particularly meaningful or interesting to you. Write each one on a strip of paper. Then move the strips around to create a poem, rearranging them or adding your own words until you are satisfied. Give your poem a title and share it with a friend or family member.

Rewrite the story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

Find or create a quote that captures the essence of the story or one of the story's characters. Create a poster that displays the quote on an image or your own original artwork.

Make a short video that gives other kids a preview of the story you just read. What is important, interesting, or inspiring about it? Get creative!

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# A Different Point of View

The writing prompt on page 25 says:

**Choose one character and rewrite the story from that character's point of view.  
Be sure to stay true to that character's traits.**

Use the boxes below to help you plan your story.

## 1. Choose a character

Genevieve Jordan

Mr. Tamez

Ankur Roosjen

Josh Frances

Tara Smith

What made you choose this character?

## 2. Who are you?

Jot down what you know about your character based on the story. Then record your own ideas about what kind of person this character is.

## 3. How will your story be different?

Remember, you'll be telling the story from your character's point of view, using the pronouns *I*, *me*, and *we*. What new thoughts, ideas, and information can be included now that *you're* telling the story?

Below are some questions to consider from your character's point of view before you start writing.

You may find it helpful to take some notes on your own paper or on a computer.

- How do you feel about music?
- How do you feel about your music elective class?  
How do you view your classmates? Your teacher?  
Or, if you are Mr. Tamez, how do you view your students?
- What is life like for you outside class?
- How do you feel about the big concert coming up?
- What did it feel like to play "Three Blind Mice" as a class?
- What was the experience of marching out to the field like for you?
- Did you learn anything over the course of the story? Did your feelings about someone or something change?
- How would you explain the meaning of the story's title?
- Is there anything else you'd like to include in the story?

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# 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><b>1.</b> <i>Find lines in the story that support the inference on the right.</i></p> <p>"When Genevieve played the sax, her shoulders relaxed and the corners of her eyes crinkled up. When she hit a bad note (which was often), she laughed." (p. 24)</p>	<p>Playing the saxophone makes Genevieve feel happy.</p>
<p><b>2.</b> On page 24, the narrator says:</p> <p>"But when Genevieve played the tenor sax, the three other kids in music elective did not laugh. Their shoulders did not relax. Their eyes did not crinkle up."</p>	<p><i>How do Genevieve's classmates feel about her musical abilities?</i></p>
<p><b>3.</b> <i>Find lines in the story that support the inference on the right.</i></p>	<p>Mr. Tamez is passionate about music.</p>

Clues	Inference
<p><b>4.</b> On page 25, Mr. Tamez talks to Genevieve about playing tenor sax:</p> <p>“How do you feel it’s going?” Mr. Tamez asked. His foot wasn’t tapping at all.          ‘What do you mean?’ she asked brightly.          ‘Your work ethic is commendable. But do you feel you’re improving?’          Genevieve shrugged. ‘Sure.’          ‘Well, I was wondering if you might like to try something new. The triangle?’”</p>	<p><i>How does Mr. Tamez feel Genevieve’s playing is going? Explain.</i></p>
<p><b>5.</b> Genevieve responds:</p> <p>“I know I’m not very good,’ she stated, watching a rain cloud pass over Mr. Tamez’s face.          Genevieve blew a note that came out as an ear-piercing honk. Then she started to laugh. Slowly, a smile spread across Mr. Tamez’s face. Genevieve returned to honking out ‘Three Blind Mice,’ but at a faster pace, like an overwound music box.”</p>	<p><i>What does this exchange reveal about Genevieve’s attitude toward playing tenor sax? What does the exchange reveal about Mr. Tamez?</i></p>
<p><b>6.</b> Find lines in the story that support the inference on the right.</p>	<p>Genevieve’s attitude is contagious; her classmates come to share the same joy she feels.</p>

Note: *Scope* does not accept Google Docs. Please send a .pdf or .doc file.

## All the Right Notes Contest

Choose one character and rewrite the story from that character's point of view. Be sure to stay true to that character's traits.

Five winners will get *Bad Best Friend* by Rachel Vail.

### Entries will be judged on:

⇒ creativity

⇒ clarity

⇒ understanding of character

⇒ 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](mailto:scopemag@scholastic.com).  
We are only accepting entries by email at this time.

**ENTRIES MUST BE RECEIVED BY JULY 20, 2020!**