

# POLISH YOUR POSSESSIVES

In this activity, you will learn all about **possessives**.  
Then you'll practice using possessives on your own.

**Are you ready? Let's get started. →**

# ~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

This PDF contains a preview of all the activities that come with this issue of *Scope*. Please note that each activity is designed to be interactive, so your students can complete it on a device.

To get the interactive version of the activities in this preview, simply go to that article's story page and click on the ResourcesTab.

Enjoy!

THE SCOPE TEAM

# FIRST, LET'S REVIEW SOME KEY TERMS.



A **SINGULAR NOUN** names one person, place, thing, or idea. *Phone* is a singular noun.

*List 3 more singular nouns.*



A **PLURAL NOUN** indicates more than one person, place, thing, or idea. *Phones* is a plural noun.

*List 3 more plural nouns.*



A **COLLECTIVE NOUN** is a noun that treats a group as one thing. *Audience, family, and team* are collective nouns.

*List 3 more collective nouns.*



**POSSESSIVES** are nouns that show ownership or possession using an apostrophe.

**For example:**

*Mia's hat blew away.*

(The hat that belongs to Mia blew away.)

*There are a few rules to follow when forming possessive nouns. Let's take a look.*



# Rule #1: Singular Nouns

To make a **SINGULAR NOUN** (like *girl*) possessive, add an **'S** to the end of the noun.

For example: **the girl's dog**

(Here, the possessive shows that the dog belongs to one girl.)

## Wait...what about singular nouns that end in "S"?

Still add an **'S** even if the noun ends in **S**.

For example: **Chris's backpack**

(Here, the possessive shows that the backpack belongs to Chris.)

***Make your singular nouns from Slide 2 into singular possessives.***

**Singular Noun**

**Singular Possessive**



***Now turn these singular nouns into singular possessives.***

**Singular Noun**

**Singular Possessive**



## Rule #2: Plural Nouns

To make a **PLURAL NOUN** (like *girls*) possessive, add an ' after the **S** that is already at the end of the noun.

For example: *the girls' dog*

(Here, the possessive shows that the dog belongs to more than one girl.)

### Wait...what about plural nouns that DON'T end in "S"?

Just add an '**S**' to the end of the word as you would with a singular noun.

For example: *the mice's cheese*

(Here, the possessive shows that the cheese belongs to more than one mouse.)

***Make your plural nouns from Slide 2 into plural possessives.***

**Plural Noun**



**Plural Possessive**



***Now turn these plural nouns into plural possessives.***

**Plural Noun**



**Plural Possessive**





## Rule #3: Collective Nouns

To make a **COLLECTIVE NOUN** (like *audience*, *family*, or *team*) possessive, add an 'S to the end of the word just as you would with a singular noun.

For example: *the family's game*

(Here, the possessive shows that the game belongs to a family.)

*Make your collective nouns from Slide 2 into possessives.*

Collective Noun



Collective Possessive



# Let's Practice!

**Directions:** Choose the best answer to each question. Drag a ✓ next to your answer choice.

**1. Who or what owns the shoes in the following sentence? Zoey's friends' shoes are upstairs.**

- ☐ A. one friend
- ☐ B. more than one friend
- ☐ C. Zoey
- ☐ D. It is impossible to tell.

**2. Which of the following correctly indicates that the players belong to one team?**

- ☐ A. The teams' players were excited.
- ☐ B. The teams player's were excited.
- ☐ C. The team's players were excited.
- ☐ D. The teams's players were excited.

**3. Choose the sentence that is punctuated correctly.**

- ☐ A. Elis' parents are here.
- ☐ B. Elis parents' are here.
- ☐ C. Eli's parents are here.
- ☐ D. Elis parents are here.

**Directions:** Rewrite each of the following sentences by making a noun possessive. Change the wording as necessary. For example:

The hat belonging to Tonya is gigantic. ➡ Tonya's hat is *gigantic*.

4. The jeans that belong to Kurt are too loose.

5. The favorite pizza toppings of my friend Rachel are mushrooms and hot peppers.

6. The Golden Unicorn is the restaurant my family likes best.

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

# Vocabulary

## "The Lost Ship"

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

1. **assess** (uh-SES) *verb*; To assess something is to make a judgment about it—to determine its value, ability, or quality. A science quiz might assess your understanding of animal cells. Your parents might assess the condition of their car tires before going on a long road trip.
2. **delirious** (dih-LEER-ee-uhs) *adjective*; Someone who is delirious is unable to think or speak clearly, usually because of a high fever, illness, or injury. They may be very confused and see things that aren't really there.  
  
*Delirious* can also mean "in a state of wild excitement or emotion," as in, "Maddy was delirious with joy when she got a new puppy."
3. **exonerate** (ig-ZON-uh-reyt) *adjective*; To exonerate someone is to declare them not guilty of a crime or wrongdoing that they were accused of—to clear their name and free them from blame.
4. **integrity** (in-TEG-ri-tee) *noun*; As it is used in the article, *integrity* means "the personality trait of being fair, honest, and firm in one's moral principles." A person with integrity would turn in a \$20 bill they found on the cafeteria floor.
5. **sham** (sham) *noun*; A sham is something that is not what it appears to be and is meant to trick people—a fraud, a hoax, or an imitation. Someone selling diamonds they know are fake—but that they claim are real—is an example of a sham.
6. **testimony** (TES-tuh-moh-nee) *noun*; What a witness says in a court of law is called testimony. These words are in response to the questions of a lawyer or a judge and are spoken under oath. (*Under oath* means "having sworn to tell the truth.")

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

## Vocabulary Practice

### "The Lost Ship"

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

1. **Which product is a sham?**  
A. ZapZit®, an expensive face cream that doesn't work—and the creator knows it  
B. PimplesBeGone®, the most popular treatment on the market—proven by doctors to heal skin fast
  
2. **On which of the following TV series would you most likely see a character giving testimony?**  
A. *Good Morning Sunshine*, a series that teaches kids numbers, colors, and the alphabet  
B. *The Trial*, a series about a sharp lawyer fighting for justice

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

3. **assess**  
A. evaluate  
B. help
  
4. **delirious**  
A. focused  
B. confused
  
5. **exonerate**  
A. punish  
B. clear of blame
  
6. **integrity**  
A. honor  
B. deceit

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

# Close-Reading Questions

## "The Lost Ship"

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1. How would you describe the mood of the introduction? How does author Kristin Lewis create this mood ? (mood, author's craft)

2. Consider the information in the caption titled "The War." Why is this information important to the story? (text features)

3. What does the section "What Really Happened?" add to the article? (text structure)

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

# Critical-Thinking Questions

## "The Lost Ship"

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1. What does Hunter's quest to exonerate Captain McVay reveal about Hunter as a person?
2. Lewis writes that when Hunter began writing to survivors from the *Indianapolis*, the response was "beyond anything Hunter could have imagined." Why do you think so many survivors wanted to share their story with Hunter?
3. Why is it important to tell stories from the past like this one about the *Indianapolis*?

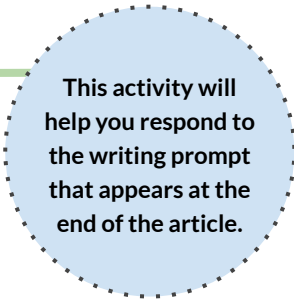
Name: 

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# PLAN YOUR SPEECH

Read "The Lost Ship" and view its slideshow and video at Scope Online. Then complete this activity to help you organize the ideas and details you will use in your speech.

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This activity will help you respond to the writing prompt that appears at the end of the article.



# **1 What happened to the *Indianapolis*?**

Write an objective summary (a short statement or paragraph that tells what happened) about what took place on July 29, 1945.

**2**

## **Who was blamed for this tragedy?**

List details that explain how the Navy responded to this tragedy immediately following the war.

**3**

### **Why did this tragedy occur?**

List details that explain why this tragedy actually occurred and how it might have been prevented.

**4**

### **What did it take to clear McVay's name?**

Who contributed to clearing Captain McVay of wrongdoing? How did they do it?

**5**

### **What can be learned from this tragedy?**

Consider your responses to questions 1-4. Why is it important to remember the *Indianapolis*? You can include details from the article, video, and slideshow, as well your own opinions.

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

## “The Lost Ship” Quiz

Directions: Read “The Lost Ship.” Then answer the questions below.

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1. Author Kristin Lewis writes, “But the *Indianapolis* would never go home.” This line shifts the mood of the introduction from  
A. tragic to cheerful.  
B. suspenseful to calm.  
C. tense to tranquil.  
D. calm to suspenseful.
2. Lewis writes, “Twelve-foot waves tossed them around like rag dolls.” This line contains \_\_\_\_\_.  
A. a metaphor that compares the waves to dolls  
B. hyperbole that emphasizes how tall the waves were  
C. a simile that helps readers understand how rough the water was  
D. a simile that describes how cold the water was
3. Consider this line: “During the trial, the Navy accused McVay of putting the ship in undue danger.” The word *undue* means  
A. necessary.  
B. excessive.  
C. unavoidable.  
D. accidental.
4. Which part of the article helps readers understand why the *Indianapolis* was targeted by a Japanese submarine?  
A. the section “Honor Restored”  
B. the caption “The War”  
C. the section “A New Mission”  
D. the caption “The Ship”
5. Which word best describes how the author portrays Hunter Scott?  
A. determined  
B. indifferent  
C. independent  
D. shy
6. Which details from the article best support the answer to question 5? Choose TWO.  
A. Hunter spent five years working to clear McVay’s name.  
B. Survivors from the *Indianapolis* sent Hunter photographs and letters.  
C. Hunter said that giving up never crossed his mind after his request for McVay to be cleared of all wrongdoing was denied in 1997.  
D. Hunter is now a pilot in the U.S. Navy.



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

## “The Lost Ship” Quiz

**Directions:** Read “The Lost Ship.” Then answer the questions below.

1. **Author Kristin Lewis writes, “But the *Indianapolis* would never go home.” This line shifts the mood of the introduction from calm to**
  - A. cheerful.
  - B. exciting.
  - C. lonely.
  - D. suspenseful.
2. **Lewis writes, “Twelve-foot waves tossed them around like rag dolls.” This line contains a simile that \_\_\_\_\_.**
  - A. shows how far away from land the men were
  - B. describes how cold the waves were
  - C. helps readers understand how rough the water was
  - D. conveys the idea that the sea was gentle
3. **Consider this line: “During the trial, the Navy accused McVay of putting the ship in undue danger.” The word *undue* means**
  - A. necessary.
  - B. more than is necessary.
  - C. a small amount.
  - D. accidental.
4. **The main purpose of the caption “The War” is to**
  - A. explain why World War II started.
  - B. help readers understand why the *Indianapolis* was torpedoed by a Japanese submarine.
  - C. explain how the war affected the world.
  - D. help readers understand why the U.S. entered the war.
5. **Which word best describes how the author portrays, or describes, Hunter Scott?**
  - A. determined
  - B. brave
  - C. independent
  - D. shy
6. **Which details from the article best support the answer to question 5? Choose TWO.**
  - A. Hunter spent five years working to clear McVay’s name.
  - B. Survivors from the *Indianapolis* sent Hunter photographs and letters.
  - C. Hunter said that giving up never crossed his mind after his request for McVay to be cleared of all wrongdoing was denied in 1997.
  - D. Hunter is now a pilot in the U.S. Navy.



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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. How was Hunter Scott able to help clear Captain McVay’s name? Use text evidence from the article to support your answer.
8. Support this statement with text evidence from the article: In the section “Honor Restored,” the author’s tone is admiring and respectful.

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

# IDENTIFYING NONFICTION ELEMENTS

**Directions:** Use this activity as you read "The Lost Ship."  
For definitions of the words in bold, see the Glossary of Nonfiction Terms on the last two pages.



# BEFORE READING

## Analyze Text Features

1. Study the image on pages 4-5 or at the top of the story page at Scope Online. What mood does this feature create?

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2. Examine the article's photos and captions. What do they reveal about the story's setting?

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3. Read the title, subtitle, and subheadings in the article. What do they suggest the article will be about?

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4. Read the As You Read box. What does it mean to clear someone's name? What do you predict Captain McVay will be cleared of?


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# DURING READING

## Text Structure, Text Evidence

5. A. Put a  in the box that BEST describes the **text structure** of the section "What Really Happened?"

problem and solution

compare and contrast

cause and effect


B. Explain how you know.

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6. A. Imagine you are writing a paragraph explaining Captain McVay's role in the sinking of the *Indianapolis*.

Which sentence would be the best topic sentence for your paragraph? Put a  next to the answer.

- ☐ A. Captain McVay was unfairly blamed for the sinking of the *Indianapolis*.
- ☐ B. Captain McVay was the captain of the *Indianapolis*.
- ☐ C. Hunter Scott helped clear Captain McVay's name.

B. Find a piece of text evidence that supports the sentence you chose in part A.

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# AFTER READING

## Central Ideas and Details

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

Central Idea		
<b>Detail #1</b>  "For decades, the survivors had been trying to exonerate their captain—without success."	<b>Detail #2</b>  "In 1997, Hunter wrote to President Bill Clinton and to the Secretary of the Navy, John Dalton, asking for McVay to be cleared of all wrongdoing. The answer he received was no."	<b>Detail #3</b>  "For the next four years, the <i>Indianapolis</i> dominated Hunter's life."

## Objective Summary

8. Write an **objective summary** of “The Lost Ship.” (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.

# GLOSSARY OF NONFICTION TERMS

## CENTRAL IDEA:

A main point that the author is making (also called a main idea). In other words, it's what the article is about—similar to an objective summary, but even more basic. You can think of a central idea as a thesis statement: one sentence that states what the rest of the article is about. A text may have more than one central idea. A central idea can always be supported with details from the text, which can be in the form of a direct quotation or paraphrase (put into your own words). See also: *objective summary* and *supporting details*.

## HEADLINE:

The title of an article in a newspaper or magazine or on a website. The headline is generally in larger type than the rest of the text on the page.

## OBJECTIVE SUMMARY:

*Objective* means "not influenced by personal feelings or interpretation," and a summary is a short statement that gives the main points or ideas of something. So an objective summary is a short statement or paragraph that tells what an article is about and does not include your opinions.

## SUBHEADING (or SUBHEAD):

The heading, or title, of a section of a text, sometimes called a "subtitle." It's a title that comes after the headline and is usually in smaller print than the headline.

# GLOSSARY OF NONFICTION TERMS

## SUPPORTING DETAILS:

Information used to support an argument or a claim (also called "supporting evidence"). If you are writing about something you have read, you need to use supporting details to back up or prove whatever point you are making. Most of your supporting details will be from the text you are writing about, in the form of either direct quotations or paraphrases. Supporting details that come directly from the text you are writing about are also called "text evidence."

## TEXT STRUCTURE:

The way an author organizes information in a text. An entire text may have the same structure, but in many cases, different sections or paragraphs of a text have different structures—in other words, one text may contain multiple structures. There are five main text structures: description, sequence of events, problem and solution, cause and effect, and compare and contrast.

## TEXT FEATURES:

Parts of a newspaper article, magazine article, textbook, web page, or other type of text, beyond the main article or story, that help you better understand what you read. Text features may include information that is not included in the main text. Photographs, illustrations, captions, maps, sidebars, headlines, special types of print (such as print that appears in bold, capital letters, in italics, or that is underlined), subheads, tables of contents, charts and graphs, bullet points, and glossaries are all examples of text features.



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

# IDENTIFYING NONFICTION ELEMENTS

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# DURING READING

## Text Structure, Text Evidence

5. In the introduction, the author uses description to help you picture the events of the story.

Which words and phrases could help you identify this **text structure**? Put a ✓ next to the answer.

- ☐ A. *ravenous sharks circled, hunger clawed at their stomachs, twelve-foot waves*
- ☐ B. *Just before 11 p.m., Meanwhile*
- ☐ C. *World War II, Germany's defeat, Japan*

6. Imagine you are writing a paragraph explaining Captain McVay's role in the sinking of the *Indianapolis*.

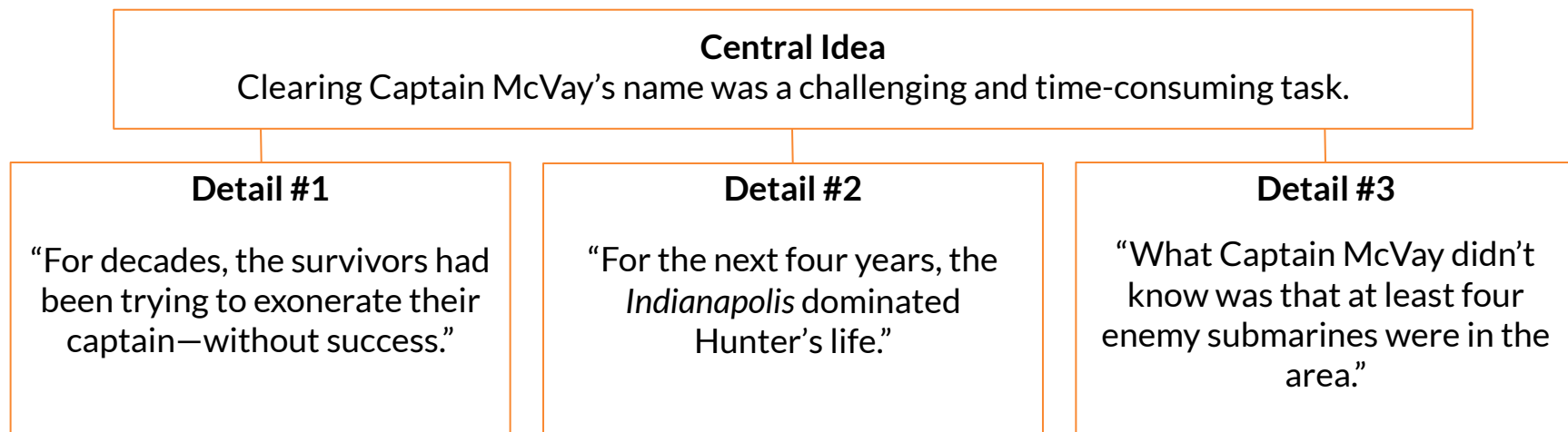
Which sentence would be the best topic sentence for your paragraph? Put a ✓ next to the answer.

- ☐ A. Captain McVay was unfairly blamed for the sinking of the *Indianapolis*.
- ☐ B. Captain McVay was a naval captain.
- ☐ C. Hunter Scott helped clear Captain McVay's name.

# AFTER READING

## Central Ideas and Details

7. A. Below is a **central idea** of "The Lost Ship" and three **supporting details**. Two details DO support the central idea. Cross out the detail that DOES NOT.




B. Explain why the detail you crossed out DOES NOT support the central idea above.

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## Objective Summary

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Place an  next to the three sentences below that should NOT be included in an objective summary of "The Lost Ship."

- a. Captain McVay was unfairly blamed by the U.S. Navy for the sinking of the *Indianapolis*.
- b. I really admire what Hunter did for Captain McVay.
- c. Captain McVay was not informed that there were enemy submarines in the path of the *Indianapolis*.
- d. Hunter did not grow up thinking that he would join the U.S. Navy.
- e. The *Indianapolis* was a U.S. Navy ship used during World War II.
- f. It took many years to clear Captain McVay's name.
- g. Hunter Scott learned about the *Indianapolis* while watching the movie *Jaws*.
- h. On July 29, 1945, the USS *Indianapolis* was targeted by a Japanese submarine and struck by two torpedoes.

# GLOSSARY OF NONFICTION TERMS

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

# 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.

Answer the questions below to help you write an objective summary of "The Lost Ship."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. What problem is faced by the main person or people?

4. What was done to solve the problem?

5. Write any other important details you haven't mentioned.



**Your turn!** Write an objective summary of “The Lost Ship.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

## Summary of “The Lost Ship”

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

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

# SUMMARIZING

An **objective summary** is a short statement or paragraph that tells what a story is about. It includes only the most important details. It does not include the opinions of the person writing it.

**Directions:** The sentences below can be rearranged to create an objective summary of "The Lost Ship." Write numbers in the gray boxes to show the order that the sentences should go in. There are two sentences you should NOT use in your summary, because they are irrelevant or opinions. Write an X next to those sentences.

President Franklin Delano Roosevelt hosted parties on the deck of the *Indianapolis*.

On July 29, 1945, the USS *Indianapolis* was torpedoed by a Japanese ship, killing nearly 900 men.

On a mission to restore McVay's honor, Hunter wrote a letter asking the president and the secretary of the Navy to clear McVay's name. The answer was no.

Finally, in 2001, Hunter got the call that McVay's name had been cleared.

After interviewing survivors to learn everything he could about the tragedy, Hunter realized that McVay had been unfairly blamed for what happened.

Fifty years after the sinking, middle schooler Hunter Scott learned about the *Indianapolis* from a movie and decided to make it the topic of his history fair project.

But Hunter didn't give up—his cause got a lot of press, and eventually he and the survivors were invited to testify before Congress.

Hashimoto, the captain of the Japanese ship, went on to become a Shinto priest.

The captain of the *Indianapolis*, Charles McVay, was court-martialed and found guilty of putting his ship in undue danger.

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "The Lost Ship." Then complete this activity.

Imagine you are writing a paragraph about how dedicated Hunter Scott was to clearing Captain McVay's name.

**1. Which sentence would be the best topic sentence for your paragraph?**

- ☐ A. Hunter Scott was interested in the tragedy of the *Indianapolis*.
- ☐ B. Hunter Scott was dedicated to the task of clearing Captain McVay's name.
- ☐ C. The *Indianapolis* was torpedoed in 1945.

**2. Which text evidence BEST supports the sentence you chose in Question 1?**

- ☐ A. "Hunter decided to make the ship the topic of his sixth-grade history fair project."
- ☐ B. "Hunter had given up afterschool activities and time with friends."
- ☐ C. "During the trial, the Navy accused McVay of putting the ship in undue danger."

**3. Which line explains why the text evidence you chose in Question 2 is relevant?**

- ☐ A. It explains what Captain McVay was accused of.
- ☐ B. It shows Hunter's fascination with the tragedy.
- ☐ C. It shows that Hunter made clearing McVay's name a priority in his life.

4. Choose the piece of text evidence that BEST supports the statement below.



**Statement:**  
Captain McVay was unfairly blamed for the tragedy of the *Indianapolis*.

- ☐ A. "He was court-martialed—put on trial by the military."
- ☐ B. "The survivors, most of whom were in their 70s and 80s, sent Hunter photographs and letters."
- ☐ C. "... before Captain McVay set sail, he asked for an escort ship, for protection, but was told an escort wasn't necessary."

Explain your answer to Question 4. How does it support the statement?

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5. Choose TWO pieces of text evidence that BEST support the statement below.



**Statement:**  
Clearing McVay's name was a challenging task.

- ☐ A. "For decades, the survivors had been trying to exonerate their captain—without success."
- ☐ B. "His project would be a quest to restore a good man's name."
- ☐ C. "For the next four years, the *Indianapolis* dominated Hunter's life."
- ☐ D. "The survivors described McVay as a leader, a man of honor and integrity, someone they respected."

Choose one piece of text evidence from Question 5 and explain why it does NOT support the statement.

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**6. Which paragraph correctly uses text evidence from the article in the form of a quotation?**

- ☐ A. Captain McVay was admired. For example, Lewis writes that survivors from the *Indianapolis* "described McVay as a leader, a man of honor and integrity, someone they respected" (7). These descriptions show that McVay was beloved and admired by his crew.
- ☐ B. Captain McVay was admired. For example, Lewis writes that survivors from the *Indianapolis* "described McVay as a leader, a man of honor and integrity, someone they respected." These descriptions show that McVay was beloved and admired by his crew.
- ☐ C. Captain McVay was admired. For example, Lewis writes that survivors from the *Indianapolis* described McVay as a leader, a man of honor and integrity, someone they respected.

**Explain why the two answers you did NOT choose are incorrect.**

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**7. Which paragraph correctly uses text evidence from the article in the form of a paraphrase?**

- ☐ **A.** Hunter Scott was instrumental in clearing McVay's name. For example, Lewis explains that Hunter spent years collecting information about McVay's case, speaking to the press, and reaching out to government officials who could help (7-9).
- ☐ **B.** Hunter Scott was instrumental in clearing McVay's name. For example, Lewis explains that Hunter spent years collecting information about McVay's case, speaking to the press, and reaching out to government officials who could help (7-9). Without this work, it is unlikely that McVay would have been cleared.
- ☐ **C.** Hunter Scott was instrumental in clearing McVay's name. For example, Hunter spent years collecting information about McVay's case, speaking to the press, and reaching out to government officials who could help. Without this work, it is unlikely that McVay would have been cleared.

**Explain why the two answers you did NOT choose are incorrect.**




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**8. Now it's your turn. In the box below, write a paragraph explaining how Hunter Scott was able to clear McVay's name. Be sure to include:**

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

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "The Lost Ship." Then complete this activity.

**1. Choose the TWO pieces of text evidence that BEST support the statement below.**



**Statement:**

**Clearing Captain McVay's name was a challenging task.**

- ☐ A. "For decades, the survivors had been trying to exonerate their captain—without success."
- ☐ B. "His project would be a quest to restore a good man's name."
- ☐ C. "For the next four years, the *Indianapolis* dominated Hunter's life."
- ☐ D. "The survivors described McVay as a leader, a man of honor and integrity, someone they respected."



**2. Choose the piece of text evidence that BEST supports the statement below.**



**Statement:**

Hunter Scott was very dedicated to the task of clearing McVay's name.

- ☐ A. "Giving up never crossed my mind," Hunter says."
- ☐ B. "The survivors, most of whom were in their 70s and 80s, sent Hunter photographs and letters."
- ☐ C. "Hunter decided to make the ship the topic of his sixth-grade history fair project."

**Explain your answer to Question 2. How does it support the statement?**

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**3. Read the lines from the article that appear below. Write a statement that they all support.**



**Statement:**

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- ☒ A. "For example, before Captain McVay set sail, he asked for an escort ship, for protection, but was told an escort wasn't necessary."
- ☒ B. "What Captain McVay didn't know was that at least four enemy submarines were in the area. In fact, only days earlier, one had sunk another U.S. ship. But this crucial information was never given to him."
- ☒ C. "The effectiveness of zigzagging was debated. You could quite easily zigzag to avoid one torpedo and sail into another."

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

## 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.

Answer the questions below to explore the text features in "The Lost Ship."

1. Study the illustration on pages 4-5 or at the top of the story page at Scope Online. What mood does it create?

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2. Examine the article's photos and captions. What do they reveal about the story's setting?

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3. Read the title, subtitle, and subheadings in the article. What do they suggest the article will be about?

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4. Read the As You Read box. What does it mean to clear someone's name? What do you predict Captain McVay will be found innocent of?

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

## 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.

**Common text structures are listed in the blue boxes on the right. Use the information in these boxes to help you answer the questions below about the text structures in "The Lost Ship."**

**1.** The first two paragraphs of the introduction use **description**. What is the author describing? For what purpose?

### Description or List

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

### Cause & Effect

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

### Problem & Solution

Presents a problem and explains how it is solved

### Compare & 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)

**2.** Circle the text structure the author uses in the remainder of the introduction.

**compare/contrast      sequence of events**

Explain how you know, using evidence from the text.

**3. A.** Which text structure does the author use in the section "What Really Happened?"

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**B.** Explain how you know. Use text evidence to support your answer.

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### Description or List

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

### Cause & Effect

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

### Problem & Solution

Presents a problem and explains how it is solved

### Compare & 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)

# Indianapolis Contest

Imagine that you are giving a speech at the USS *Indianapolis* memorial in Indiana. Write your speech, using information from the article as well as from the video and the slideshow at Scope Online. Send your speech in the form of a video, audio file, or written transcript to *Indianapolis* Contest. Three winners will each get *Left for Dead* by Pete Nelson.

## Entries will be judged on:

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

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY March 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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

## Vocabulary

### "Sneaker Nation"

- coveted** (KUHV-ih-tid) *adjective*; The verb *covet* means "to want something badly." It is often used to mean "to want something that belongs to someone else." The adjective *coveted* means "greatly desired." Let's say that it's hard to get tickets for a certain musical because everyone wants to see it. Tickets to that musical are coveted items.
- endorse** (en-DAWRS) *verb*; To endorse someone or something is to publicly show support or approval for it. If an environmental organization endorses a political candidate, the organization announces to the public that it supports that candidate.  
  
Sometimes, people (especially famous people) get paid to endorse things. Beyoncé has an agreement with Pepsi to endorse its products.
- horde** (HOHRD) *noun*; A horde is a large group of individuals who are moving around in a way that is unorganized and hard to control.
- industry** (IN-duh-stree) *noun*; An industry is a group of businesses and people who provide a certain service or product. The clothing industry is all of the businesses and people involved in the design, creation, and sale of clothing. The music industry includes artists, agents, producers, and record companies. *Industry* can also mean "the making of products by using machinery and factories." If American industry slowed last month, fewer products were made in the U.S. last month.  
  
*Industry* can mean "the habit of working hard and with determination." If Luisa spends all of her evenings and weekends building a rowboat, you might admire her industry.
- lucrative** (LOO-kruh-tiv) *adjective*; If something is lucrative, it produces money or wealth. A lucrative career is a career in which you earn a lot of money. A lucrative opportunity is an opportunity to earn a lot of money.
- market** (MAHR-kit) *noun or verb*; You probably know that a market is a place where people gather to buy and sell things. *Market* can also be used as a verb to mean "to sell or promote the selling of something." Marketing a product may be creating ads for magazines and websites, sending emails to potential customers, displaying the product being marketed where it will be easily noticed in stores, making commercials, and more.

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

## Close-Reading Questions

### "Sneaker Nation"

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1. Why did Nike want Michael Jordan to endorse its sneaker line? (inference)
  
  
  
  
  
  
  
  
  
  
2. Mackenzie Carro describes sneakers as a "cultural obsession." What does she mean? How does she support this idea? (key ideas and details)
  
  
  
  
  
  
  
  
  
  
3. How does the information in the timeline "Sneaker Stories" relate to the rest of the article? (text features)
  
  
  
  
  
  
  
  
  
  
4. The title of Carro's article is "Sneaker Nation." What does this title mean? What factors contributed to the U.S. becoming a "sneaker nation"? (interpreting text, key ideas and details)

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

# Close-Reading Questions

## "Does He Have the Best Job Ever?"

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1. Why does Jonathan Guisbert love sneakers? How does this relate to Carro's article?  
(synthesis, central ideas)



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

# Critical-Thinking Questions

## "Sneaker Nation" and "Does He Have the Best Job Ever?"

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1. Looking at older basketball players, Guisbert wondered, "If I had shoes like them, would I play better?" Do you think shoes can improve someone's performance?

2. What does what we wear reflect about us as individuals? About our culture?

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

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# CREATE A SNEAKER

Read “Sneaker Nation” and “Does He Have the Best Job Ever?” Then complete this activity to help you design and pitch your sneaker.

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This activity will  
help you respond to  
the writing prompt  
that appears at the  
end of the interview.

# 1

## **Brainstorm ideas for your sneaker. Here are some questions to get you started:**

- What is the inspiration for your sneaker? (Remember, Jonathan Guisbert finds inspiration everywhere, such as in movies, museums, and hikes.)
- What materials will you use? What colors? Will your sneaker have a logo? Special packaging?
- What will you name your sneaker?

Jot down your ideas in the box below, or just start sketching on your own paper. You'll want to include views of your sneaker from more than one angle—the top, side, bottom, and back. (We've included a blank slide after this one where you can insert photos of your sketches if you'd like. To insert photos, click **Insert>Image**.)

## **2 Choose your superstar.**

Who will endorse your shoe? What made you choose this particular high-profile person for your collaboration? Explain your choice.

### **3 Why will your idea be successful?**

Use details from “Sneaker Nation” to make an argument for using an endorsement deal to market your sneaker. Include at least two examples of successful sneaker collaborations.

***Now you’re ready to create your pitch!***  
***It can be in the form of a written document, poster, or slideshow.***

# CHOICE BOARD

## "SNEAKER NATION" AND "DOES HE HAVE THE BEST JOB EVER?"

Create an infographic about sneakers using information from Mackenzie Carro's article. You can create your infographic by hand on a piece of paper or a poster board, or use an online platform such as Canva or Google Draw.

Imagine you are a sneaker designer like Jonathan Guisbert. Design a new sneaker. In a written document, poster, or slideshow, make a pitch that includes a sketch of your sneaker, the high-profile person you think should endorse it, and an explanation of why your sneaker will be successful. Draw on information from the article and the interview.

*Note: This is the contest prompt that appears at the end of the interview.*

Write a fictional story about a "sneakerhead."

In the form of a graphic novel, tell the story of humans' relationship with athletic shoes

-OR-

the Air Jordan

Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

You've been hired to create a special virtual museum exhibit for the Bata Shoe Museum. In a slideshow or video, use information from the article along with photos, video, and music of your choosing to tell the story of sneakers to online museum visitors.

Record a video of yourself explaining how endorsements contributed to the success of the sneaker.



**Choice Board**  
**PAIRED TEXTS: "Sneaker Nation" and**  
**"Does He Have the Best Job Ever?"**  
**February 2021**

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

## Paired Texts Quiz

**Directions:** Read the paired texts “Sneaker Nation” and “Does He Have the Best Job Ever?” from the February issue of *Scope*. Then answer the questions below.

1. The main purpose of the article is to \_\_\_\_\_, whereas the main purpose of the interview is to \_\_\_\_\_.
  - A. show what the life of a professional basketball player is like; entertain readers with a story about life in New York
  - B. convince readers to buy more sneakers; introduce readers to Kobe Bryant
  - C. explain how our relationship with sneakers has changed over time; provide a glimpse into the life of a sneaker designer
  - D. explain how sneakers are made; convince readers to buy Guisbert’s shoes
2. Mackenzie Carro writes, “But the sneaker industry didn’t hit its stride until the Air Jordan.” Based on context clues, what does the expression “to hit one’s stride” mean?
  - A. to run at full speed over a short distance
  - B. to travel around the world
  - C. to begin to do something well and easily
  - D. to try very hard to achieve something difficult
3. A graph charting Americans’ increasing demand for sneakers after 1900 would best fit into which section of the article?
  - A. “A Global Obsession”
  - B. “From Luxury to Necessity”
  - C. the introduction
  - D. “A Winning Combination”
4. Which central idea of the article does the sidebar “Sneaker Stories” support?
  - A. Air Jordans marked a turning point for the sneaker industry.
  - B. Sneakers were once a luxury item.
  - C. Sneaker companies owe much of their success to high-profile athletes.
  - D. Sneakers have transformed from practical footwear to coveted fashion items.
5. Carro writes, “Companies began zeroing in on the most talented athletes and enlisting them to market new designs.” Based on context clues, what does the phrase “zeroing in” mean?
  - A. to take something away gradually
  - B. to give money for
  - C. to dismiss from employment
  - D. to direct all of one’s attention to someone or something
6. Which claims can be supported by information in both the article and the interview? Choose THREE.
  - A. Sneakers have become collectors items.
  - B. The sport of basketball contributed to the sneaker industry’s success.
  - C. Today’s sneakers are bold, bright, and designed to attract attention.
  - D. Michael Jordan is one of the most legendary athletes of all time.



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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. How have endorsements affected the sneaker industry? Support your answer with text evidence.
8. What role did basketball play in Jonathan Guisbert's love of sneakers? Support your answer with text evidence.

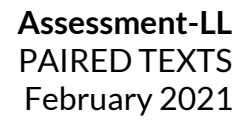
Name: \_\_\_\_\_

## Paired Texts Quiz

**Directions:** Read the paired texts “Sneaker Nation” and “Does He Have the Best Job Ever?” from the February issue of *Scope*. Then answer the questions below.

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1. **The main purpose of “Sneaker Nation” is to inform readers about how**
  - A. sneakers are designed.
  - B. rubber was invented.
  - C. our relationship with sneakers has changed over time.
  - D. Michael Jordan became a star.
2. **The author writes, “When the sneakers went on sale in April 1985, they flew off shelves.” She means the sneakers were**
  - A. one of a kind.
  - B. affordable.
  - C. popular and sold very quickly.
  - D. overpriced.
3. **Which section helps readers understand why more Americans began to have a need for sneakers?**
  - A. “A Global Obsession”
  - B. “From Luxury to Necessity”
  - C. the introduction
  - D. “A Winning Combination”
4. **Which central idea of the article does the sidebar “Sneaker Stories” support?**
  - A. Air Jordans marked a turning point for the sneaker industry.
  - B. Sneakers were once a luxury item.
  - C. Sneaker companies owe much of their success to high-profile athletes.
  - D. Sneakers have changed from practical footwear into desirable fashion items.
5. **Carro writes, “Companies began zeroing in on the most talented athletes and enlisting them to market new designs.” Based on context clues, *enlist* most closely means**
  - A. to aim an attack at.
  - B. to warn.
  - C. to dismiss.
  - D. to get the support and help of.
6. **Which claims can be supported by information in both the article and the interview? Choose THREE.**
  - A. Sneakers have become collector’s items.
  - B. Basketball and the sneaker industry have a close relationship.
  - C. Today’s sneakers are bold and bright.
  - D. Michael Jordan is a legendary athlete.



**Directions:** Write your answers in the space provided or use your own paper or document.

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

## CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author makes. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text. Follow the prompts below to explore the central ideas and supporting details in "Sneaker Nation."

**1. Reread the section "From Luxury to Necessity." Check the box next to the statement that BEST expresses the central idea of this section.**

- ☐ A. Sneakers are a \$58 billion industry today.
- ☐ B. By the 1920s, most people could afford a pair of sneakers.
- ☐ C. The price of sneakers and the way they have been used have changed over time.
- ☐ D. The first sneakers were created in the mid-1800s.

**2. Read the central idea of the section "A Winning Combination" in the box below. Then read the lines from the article listed under it. Check the box next to the detail that does NOT support the central idea.**

**Central Idea:**

Using celebrities to market sneakers helped the shoes grow in popularity.

- ☐ A. "The sneaker industry as we know it today began to take shape in the 1970s." (p. 12)
- ☐ B. "... Air Jordans were popular among everyone, everywhere. After all, Michael Jordan was one of the greatest athletes in the world. Everyone knew his name." (p. 12)
- ☐ C. "For example, in 1986 the hip-hop group Run-D.M.C., known for sporting Adidas Superstars, released a song titled 'My Adidas.' Adidas sales spiked ..." (p. 12)

**Explain your choice.**

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

Central Idea:

Sneakers are \_\_\_\_\_

**Detail 1:** "Today, sneakers are a \$58 billion industry." (p. 11)

**Detail 2:** "By the 1990s, 'sneakerheads' were collecting sneakers like precious gems." (p. 12)

**Detail 3:** "In 2005, a crowd camped out in front of a New York City store for three days waiting for the limited release of Nike's Pigeon Dunk." (p. 11, sidebar)

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

## 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. Follow the prompts below to explore the central ideas and supporting details in "Sneaker Nation."

**1. Read a central idea of the section "A Winning Combination" below. Check the boxes next to the THREE details that best support this central idea.**

**Central Idea:**

Using celebrities to market sneakers helped the shoes grow in popularity.

- ☐ A. "... Air Jordans were popular among everyone, everywhere. After all, Michael Jordan was one of the greatest athletes in the world. Everyone knew his name." (p. 12)
- ☐ B. "For example, in 1986 the hip-hop group Run-D.M.C., known for sporting Adidas Superstars, released a song titled 'My Adidas.' Adidas sales spiked..." (p. 12)
- ☐ C. "The sneaker industry as we know it today began to take shape in the 1970s." (p. 12)
- ☐ D. "Puma's collaboration with Frazier linked the worlds of fashion and professional basketball to create a top-selling product." (p. 12)

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

**Central Idea:**

Sneakers are \_\_\_\_\_

**Detail 1:** "Today, sneakers are a \$58 billion industry." (p. 11)

**Detail 2:** "By the 1990s, 'sneakerheads' were collecting sneakers like precious gems." (p. 12)

**Detail 3:** "In 2005, a crowd camped out in front of a New York City store for three days waiting for the limited release of Nike's Pigeon Dunk." (p. 11; sidebar)

# Sneaker Contest

Imagine you are a sneaker designer like Jonathan Guisbert. Design a new sneaker. In a written document, poster, or slideshow, make a pitch that includes a sketch of your sneaker, the high-profile person you think should endorse it, and an explanation of why your sneaker will be successful. Draw on information from the article and the interview. Send your pitch to Sneaker Contest. Three winners will each get *Hatch* by Kenneth Oppel.

## Entries will be judged on:

- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ creativity

Student name: \_\_\_\_\_

Student mailing address \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY March 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

# Vocabulary Go!

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

1. **hobble** (HOB-uhl) *verb*; To hobble is to walk unsteadily or with difficulty. If you injure your foot at soccer practice, you might hobble off the field toward the bench, limping and taking small, awkward steps.
2. **illuminate** (ih-LOO-muh-neyt) *verb*; As it is used in the play, *illuminate* means “to light up” or “to brighten something with light.” A spotlight might illuminate an actor’s face onstage. The sun might illuminate your bedroom in the morning.
3. **jostle** (JOS-uhl) *verb*; To jostle someone is to push, elbow, or bump against them roughly or rudely. At a concert, people might try to jostle their way closer to the stage.
4. **surge** (surj) *verb*; As it is used in the play, *surge* means “to increase in strength or move forward quickly and suddenly.” A group of fans might surge forward to get a closer look at a celebrity.
5. **scowl** (skoul) *noun or verb*; The verb *scowl* means “to frown in an angry, displeased, or bad-tempered way.” You might scowl if you open a carton of ice cream and find it empty. The displeased expression that appears on your face is also called a scowl, as in, “Marcella stomped into the room with a big scowl on her face.”



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

## Vocabulary Practice Go!

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**Directions:** Finish each sentence in a way that makes the meaning of the bolded word clear.

1. To **illuminate** the tent, I \_\_\_\_\_  
\_\_\_\_\_
2. When I asked my best friend why she was **scowling**, she told me \_\_\_\_\_  
\_\_\_\_\_
3. When the volume on the speaker **surged**, everyone \_\_\_\_\_  
\_\_\_\_\_

---

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

4. After stubbing my toe, I slowly **hobbled/surged** to the dinner table.
5. The bright-blue glow of the television **illuminated/jostled** the room.
6. Passengers **jostled/illuminated** each other as they squeezed out of the overcrowded train car.
7. George **scowled/illuminated** and slammed the door behind him.

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

## Close-Reading Questions

### Go!

---

1. Based on information in Scene 1 and the information in the “What to Know” text feature, what challenges did Wilma face growing up in Clarksville? (setting, key ideas and details)
2. In Scene 4, Wilma speaks two lines to herself. Why did the playwright include these lines? (author’s craft, character)
3. In Scene 9, SD2 says Wilma is “staring toward the finish line with fire in her eyes.” Explain what this means. (figurative language)
4. In the Epilogue, Papa explains that Wilma started a foundation to “support young people in athletics and academics.” Why do you think the playwright included this detail? (author’s purpose, character)
5. In Scene 6, Coach Gray calls Wilma a “fighter.” How does information about Wilma in the play support Coach Gray’s statement? (character, key ideas and details)

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

## Critical-Thinking Questions

### Go!

---

1. In the Epilogue, Papa says that after winning three gold medals at the 1960 Olympics, Wilma “became a hero worldwide.” What do you think it was about Wilma that made her a hero to so many?

2. Consider one of Wilma’s last lines in the play, “No triumph can be had without struggle.” Do you agree? Has struggle ever led to triumph in your own life?

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

# CHARACTER THINKING TOOL

The questions in this activity are about the character of

**WILMA**

1. In Scene 1, the playwright introduces two struggles Wilma faces. What are they?

2. Based on Scenes 1 and 2, what kind of person is Mama? Is she a good mother to Wilma? Explain.

3. How do Wilma's classmates treat her in Scenes 3 and 4? What does her response to them reveal about her?

4. How does Wilma's desire to fit in at Tennessee State affect her? Have you or anyone you know ever held back talent to fit it? Explain.

5. How does each character below give Wilma strength?

Coach Gray

Coach Temple

Mae

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

---

# APPLYING A QUOTE

Read *Go!* Then complete this activity to analyze the last line of the play more closely.

---

This activity will help you respond to the writing prompt that appears at the end of the play.

**1**

Consider what Wilma says in the final line of the play's epilogue:

*No triumph can be had without struggle. Never let fear of failure get in your way.*

Let's break this line down.

**Sentence 1:**

*No triumph can be had without struggle.*



Click to hear a  
definition of triumph.

**A.** In your own words, explain what  
this sentence means.

**B.** What were Wilma's struggles? Use text evidence.

**C.** What were her triumphs? Use text evidence.

## 2 Now let's explore the second sentence.

Sentence 2:

*Never let fear of failure get in your way.*

**A.** In your own words, explain what this sentence means.

**B.** Did fear of failure ever get in Wilma's way?

**C.** How did she overcome her fear?



**3** Now you're ready to put it all together to respond to the prompt at the end of the play:  
*Consider Wilma's last lines in the play. How do these lines relate to Wilma's story? Use text evidence to support your ideas.*

**TIPS:**

- ★ Introduce the play, the playwright, and Wilma Rudolph.
- ★ Restate the quotation.
- ★ Explain the quotation in your own words.
- ★ Restate the prompt: "This relates to Wilma's story because ..."
- ★ Support your answer with the details you provided in questions 1B-C and 2B-C.

# CHOICE BOARD

*Go!*

You are a reporter at the 1960 Olympics in Rome, Italy, and Wilma Rudolph has just won her third gold medal. Write a story that tells the world about Rudolph's performance and her life leading up to this moment. Your story can be in the form of a news article or a video news program.

Imagine this play is being turned into a novel, and you've been hired to design the cover and back jacket. Your design should include the artwork, title, and tagline as well as a synopsis for the back of the book that will make people want to read the book.

You are Wilma Rudolph and you have just returned home to Clarksville, Tennessee, after the 1960 Olympics. Write a speech to be given at your welcome home parade about what gives you strength.

Imagine that the play is being made into a movie. Create a trailer for that movie.

Consider Wilma Rudolph's last lines in the play: "No triumph can be had without struggle. Never let fear of failure get in your way." How do these lines relate to Wilma's story? Use text evidence to support your ideas.

*Note: This is the contest prompt that appears at the end of the play.*

Choose your favorite scene from the play and rewrite it in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

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

## Go! Quiz

Directions: Read Go! Then answer the questions below.

1. **Choose the best summary of the play.**
  - A. A young girl with polio must travel long distances for treatment.
  - B. An American sprinter wins three gold medals at the 1960 Olympics in Rome.
  - C. A young girl overcomes polio to become an Olympic champion sprinter and worldwide hero.
  - D. A teen finds a true friend in a track teammate.
2. **How does Scene 5 contribute to the play? Choose TWO.**
  - A. It shows the impact Coach Gray had on Wilma.
  - B. It illustrates how important the Tuskegee track meet was.
  - C. It reveals that Wilma has become a talented athlete.
  - D. It helps readers understand why Wilma is so upset in Scene 6.
3. **Together, the “What To Know” and “Welcome Home” text features help readers understand**
  - A. how the world responded to Wilma’s success as an athlete.
  - B. what America was like and how it was changing during Wilma’s lifetime.
  - C. how Wilma defeated polio.
  - D. how Wilma performed at the Olympics.
4. **Which words best describe the mood of Scene 9?**
  - A. lighthearted, humorous, cheerful
  - B. energetic, excited, suspenseful
  - C. peaceful, calm, mellow
  - D. intense, anxious, frightening
5. **In Scene 9, SD2 says of Wilma, “She stands completely still, staring toward the finish line with fire in her eyes.” This is \_\_\_\_\_ that the playwright uses to express the idea that \_\_\_\_\_.**
  - A. a simile; Wilma is nervous
  - B. personification; Wilma is exhausted
  - C. an idiom; Wilma is focused and determined
  - D. a metaphor; Wilma is disappointed
6. **Which is a theme of the play? Choose TWO.**
  - A. There is power in working together.
  - B. Believing in yourself is the secret to success.
  - C. There is value in failure.
  - D. One should put family before all others.

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

## Constructed-Response Questions

**Directions:** Write your answers in the spaces provided or use your own paper or document.

7. In Scene 6, Coach Gray says of Coach Temple, “He can see what I see: You’re a fighter.” How is Wilma a fighter? Support your answer with details from the play.
8. Choose another character from the play and explain how that character gives Wilma strength. Use text evidence to support your answer.

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

## Go! Quiz

Directions: Read Go! Then answer the questions below.

---

1. Which detail would be LEAST important to include in a summary of the play?
  - A. As a young child, Wilma is sickly and paralyzed by polio.
  - B. Wilma becomes an Olympic champion and worldwide hero.
  - C. JoAnn jostles Wilma out of her lane.
  - D. Wilma not only walks again, she also becomes a world-famous sprinter.
2. In Scene 5, Wilma beams after Nancy says, “Wilma sure doesn’t have anything to worry about. She’s won every race she’s ever been in.” What does this line help readers understand? Choose TWO.
  - A. what a good coach Coach Gray is
  - B. how important the Tuskegee meet is
  - C. why Wilma is so upset in Scene 6
  - D. what a talented athlete Wilma has become
3. The “What To Know” text feature helps readers better understand the events that take place in
  - A. the epilogue.
  - B. Scenes 1 and 2.
  - C. Scene 6.
  - D. Scene 4.
4. Which words best describe the mood of Scene 9?
  - A. lighthearted
  - B. excited
  - C. peaceful
  - D. frightening
5. In Scene 9, SD2 says of Wilma, “She stands completely still, staring toward the finish line with fire in her eyes.” Which word best describes how Wilma is feeling at this moment?
  - A. nervous
  - B. exhausted
  - C. determined
  - D. angry
6. Which idea is developed in the play? Choose TWO.
  - A. There is power in working together.
  - B. Believing in yourself is the secret to success.
  - C. There is value in losing.
  - D. One should put family before all others.



# Wilma Rudolph Contest

Consider Wilma's last lines in the play. How do these lines relate to Wilma's story?  
Use text evidence to support your ideas. Send your work to Wilma Rudolph Contest. Three winners will each get *Patina* by Jason Reynolds.

## Entries will be judged on:

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

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY March 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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

## Vocabulary

### "The Day It Rained Meat"

1. **allegedly** (uh-LEJ-id-lee) *adverb*; The verb *allege* (uh-LEJ) means "to state something as a fact without proof," as in, "Joey alleges that his younger sister broke the dish, but no one actually saw her drop it."

The adverb *allegedly* describes an action that someone claimed happened, but hasn't been confirmed or proven, as in, "The man allegedly saw a UFO."

2. **carnivorous** (kahr-NIV-er-uhs) *adjective*; A carnivore (KAHR-nuh-vawr) is an animal or a plant that eats meat.

*Carnivorous* is the adjective used to describe such animals and plants. Lions, alligators, and penguins are all carnivorous.

3. **gorge** (gawrj) *verb*; As it is used in the article, *gorge* means "to eat a lot of food quickly and greedily." After a long and difficult swim practice, you might gorge on pasta. At Halloween, kids often gorge on candy. (When used in this way, *gorge* is often followed by the word *on*.)

4. **speculate** (SPEK-yuh-leyt) *verb*; As it is used in the article, *speculate* means "to think about something and make a guess about it." If your friend doesn't text you back for a long time, you might speculate that she is upset with you, but you don't know that for sure.

5. **strewn** (stroon) *adjective*; *Strewn* means "untidily scattered." If Jayden drops an open bag of chocolate chips, chocolate chips will probably end up strewn across the kitchen floor.



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

## Vocabulary Practice

### "The Day It Rained Meat"

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**Directions:** Circle the letter for the best answer choice.

1. Which animal is carnivorous?  
A. a snake that eats mostly frogs and rodents  
B. a deer that eats mostly leaves and acorns
2. Which sentence uses *allegedly* correctly?  
A. "I watched my sister as she allegedly skipped down the sidewalk toward the park."  
B. "According to a witness, the driver of the car allegedly hit the fire hydrant and then sped off."
3. If you gorged on popcorn, you ate \_\_\_\_\_.  
A. a little popcorn  
B. a lot of popcorn
4. If paper clips are strewn across the tabletop, the paperclips are  
A. scattered across the tabletop in a random way.  
B. arranged in a perfect line across the tabletop.
5. Todd speculated that the bad weather would discourage people from attending the game.  
  
Which word could replace *speculated* without changing the meaning of the sentence?  
A. regretted  
B. guessed

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

## Constructing a Response

**Directions:** Read "The Day It Rained Meat" and complete the activity at the end of the article. Then follow the steps in this activity to write a response to the question below.

Question:

**What is a central idea of the article?**

### Step 1: Write your claim.

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

One central idea of the article is . . .

### 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 few strong sentences 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.

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Now it's time to put it all together. And guess what? You've already done the hardest part: organizing your ideas. All that's left to do 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 or in your own document.

#### 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: \_\_\_\_\_

## “The Day It Rained Meat” Quiz

**Directions:** Read “The Day It Rained Meat.” Then answer the questions below.

1. **What is the main purpose of the article?**
  - A. to teach readers about how life in the 1800s was different from today
  - B. to describe how tornadoes affect the environment
  - C. to fascinate readers with tales of puzzling weather events
  - D. to inform readers about the important role vultures play in an ecosystem
2. **Mackenzie Carro writes, “What’s behind these bizarre events?” Based on context clues, what is the definition of *bizarre*?**
  - A. so unpleasant to see, smell, or taste that you feel slightly sick
  - B. not unusual, different, or special
  - C. causing great fear
  - D. strikingly out of the ordinary
3. **In the first two paragraphs of the section “It’s Raining Frogs and Fish,” Carro uses a \_\_\_\_\_ text structure to show \_\_\_\_\_.**
  - A. sequence of events; what led up to the “meat shower” in Kentucky
  - B. list; that reports of odd items falling from the sky are not uncommon
  - C. compare and contrast; the differences between Australia and Mississippi
  - D. problem and solution; how to explain odd items falling from the sky
4. **Carro writes, “Like a giant vacuum cleaner, the waterspout sucks up everything in its path, including animals.” This line contains a**
  - A. simile that illustrates how fast waterspouts can travel.
  - B. metaphor that shows how suddenly a waterspout can form.
  - C. simile that helps readers visualize the powerful action of a waterspout.
  - D. metaphor that helps readers understand how large waterspouts can become.
5. **Carro writes, “Over the years, many theories have been proposed.” To propose a theory is to**
  - A. prove something with evidence.
  - B. put forth an explanation that is possibly true.
  - C. think carefully about something.
  - D. identify something incorrectly.
6. **Which claim can be supported by information in the article?**
  - A. Many vulture species need our protection.
  - B. Flash floods are the most dangerous type of flood.
  - C. Seemingly unexplainable events in nature can have simple explanations.
  - D. Americans today eat less red meat than in Mary Crouch’s time.

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

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7. How does the section “Vulture Vomit” contribute to the article? Use text evidence to support your answer.

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

## "The Day It Rained Meat" Quiz

Directions: Read "The Day It Rained Meat." Then answer the questions below.

1. The main purpose of the article is to teach readers about
  - A. ancient Rome.
  - B. the water cycle.
  - C. a puzzling incident from long ago.
  - D. vultures.
2. Mackenzie Carro writes, "What's behind these bizarre events?" Which word could replace *bizarre* without changing the meaning of the sentence?
  - A. disgusting
  - B. serious
  - C. delightful
  - D. strange
3. In the first two paragraphs of the section "It's Raining Frogs and Fish," Carro uses a list structure to show
  - A. how many "meat showers" have occurred in Kentucky.
  - B. that reports of odd items falling from the sky are not uncommon.
  - C. where Kentucky is located.
  - D. the differences between Australia and Mississippi.
4. Carro writes, "Like a giant vacuum cleaner, the waterspout sucks up everything in its path, including animals." This line contains a simile that helps readers visualize how \_\_\_\_\_ a waterspout can be.
  - A. fast moving
  - B. large
  - C. powerful
  - D. loud
5. Carro writes, "Over the years, many theories have been proposed." To propose a theory is to
  - A. prove something with evidence.
  - B. put forth an explanation that is possibly true.
  - C. think carefully about something.
  - D. identify something incorrectly.
6. Which claim can be supported by information in the article?
  - A. Many vulture species need our protection.
  - B. Flash floods are the most dangerous type of flood.
  - C. Seemingly unexplainable events in nature can have simple explanations.
  - D. Americans today eat less red meat than in Mary Crouch's time.

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

---

7. How does the section “Vulture Vomit” contribute to the article? Use text evidence to support your answer.

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

# Write An Argument Essay

**Directions:** Read "Should We Get Rid of Paper Money?" Complete the essay kit at the end of the digital article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should we get rid of cash?

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!

☐

No!

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

Which details from the article support your opinion? What other information supports your opinion?  
List three supporting details below.

Here's an example: If you think we should get rid of cash, one of your supporting details might be that paper money is covered in germs.

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_



### **STEP 3: ACKNOWLEDGE THE OTHER SIDE**

If you think that we **SHOULD** get rid of cash, summarize the strongest arguments for keeping it around. If you think that we **SHOULD NOT** get rid of cash, summarize the strongest arguments for doing away with it.

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### **STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)**

The thesis is where you tell 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.

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### **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 a time you used either cash or a digital payment option like Apple Pay to pay for something. Was it convenient? What did you enjoy or not enjoy about the experience?
- 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: "Would getting rid of cash really \_\_\_\_\_?"
- 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 below.

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### **STEP 6: SUMMARIZE THE ISSUE**

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. Below is the beginning of a summary of the debate over whether we should get rid of cash. Finish it in the space provided.

Some people believe that we should stop using cash. Others disagree and believe that \_\_\_\_\_

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### **STEP 7: START WRITING**

On the next page, you'll find an outline to help you write your essay.

**1**

## INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we should get rid of cash. (See Scope's handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

**2**

## BODY PARAGRAPH(S)

**Now write your supporting points from Step 2.  
For each one, write 1-3 sentences that  
provide additional details.**

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.

**Tip!** Order your supporting points from weakest to strongest. Readers will best remember details that are presented last.

**3**

## ACKNOWLEDGE THE OTHER SIDE

**Now it's time to recognize the other side of the argument.**

Use what you wrote in Step 3.  
Then explain why you think the opposing point of view is wrong.

**4**

## CONCLUSION

**Write 2-3 sentences to remind your readers  
of your main points.**

Finish with a strong final sentence.

**Need an idea?**  
Refer to your hook,  
find a quote, or give a  
call to action.

**5**

## READ AND REVISE

**Use Scope's "Argument-Essay Checklist" to evaluate and edit what you have written.**

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

## “Should We Get Rid of Paper Money?” Quiz

Directions: Read “Should We Get Rid of Paper Money?” Then answer the questions below.

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1. **The main purpose of this article is to**
  - A. convince readers that it’s time for Americans to go cash-free.
  - B. warn readers about the germs found on our dollar bills.
  - C. inform the reader of various points of view in the debate over whether we should become a cashless country.
  - D. teach readers about how our currency is produced.
2. **Mackenzie Carro writes that at the time paper money was invented in the 7th century, “It offered revolutionary convenience.” Based on context clues, what is the definition of *revolutionary* as it is used in this sentence?**
  - A. involving risk or danger
  - B. markedly new and bringing about a big or important change
  - C. costing a lot of money
  - D. having lived or existed for a very long time
3. **Which is a counterargument Carro presents to oppose the idea that digital transactions are safer than cash?**
  - A. Printing money is expensive.
  - B. Not everyone owns a smartphone.
  - C. Fees will force stores to raise their prices.
  - D. Digital transactions increase our risk of having personal information stolen.
4. **In the final line of the article, Carro asks, “Is it time for cash to go the way of the dinosaur?” The expression “to go the way of the dinosaur” means**
  - A. to become very obvious or noticeable.
  - B. to have less than the usual or expected weight.
  - C. to make something better or like new again.
  - D. to become a thing of the past; to fall out of common use or practice.

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

---

5. Do you think the author favors one side of the debate over the other? Explain.

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

## **“Should We Get Rid of Paper Money?” Quiz**

**Directions:** Read “Should We Get Rid of Paper Money?” Then answer the questions below.

---

- 1. The main purpose of the article is to inform readers about**
  - A. how our money is made.
  - B. how to get a bank account.
  - C. the benefits and drawbacks of going cashless.
  - D. germs on our currency.
- 2. Mackenzie Carro writes that at the time paper money was invented in the 7th century, “It offered revolutionary convenience.” Something that is revolutionary is**
  - A. ancient.
  - B. new and introduces a big change.
  - C. risky.
  - D. expensive.
- 3. Which statement is not an argument Carro presents for getting rid of cash?**
  - A. Digital transactions keep money safe.
  - B. Making paper money is expensive.
  - C. Paying with cash is time-consuming.
  - D. Going cashless would make traveling to other countries easier.
- 4. The last line of the article asks, “Is it time for cash to go the way of the dinosaur?” This sentence is asking if it is time for cash to \_\_\_\_\_.**
  - A. become as popular as it used to be
  - B. find a way to protect itself
  - C. become very large
  - D. go out of use; disappear; become extinct

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

## Constructed-Response Question

**Directions:** Write your answer in the space provided or use your own paper or document.

---

5. Do you think the author is more on one side of the debate than the other? Explain.

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

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

## Vocabulary

### "Plan B"

1. **commandeer** (kom-uhm-DEER) *verb*; To commandeer something is to take control of it by force or without the authority to do so, as in, "I returned from the kitchen to find that my brother had commandeered the video game controller."
2. **regulate** (REG-yuh-leyt) *verb*; The word *regulate* has to do with putting something under control.  
  
*Regulate* can mean "to make rules about something." For example, the government regulates air quality by making rules about the amount of pollution that cars, factories, and other sources can release.  
  
*Regulate* can also mean "to adjust or set the amount, degree, or rate of something." You can regulate the temperature in your house by adjusting the thermostat.
3. **revert** (rih-VURT) *verb*; Revert means "to return to" or "to go back to a previous state." A park will revert to wilderness if the city stops weeding and mowing it. If your teacher says he wants to revert to a topic from yesterday's class, he wants to talk about that topic again.
4. **serum** (SEER-uhm) *noun*; Serum is the watery part of blood that does not clot. It contains substances that fight disease. Serum is important in the world of medical testing, research, and treatment.  
  
The word *serum* is also used to describe any kind of watery skin-care product—no blood involved.
5. **transcendently** (tran-SEN-duhnt-lee) *adverb*; Something that is transcendent (tran-SEN-dunht) is extraordinary; it goes beyond the limits of usual experience. Many people are awed by the transcendent beauty of the Grand Canyon.  
  
*Transcendently* means "in a way that is much better than or superior to what is typical." If you won front-row tickets and a backstage pass to see your favorite singer, you'd probably be transcendently happy.



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

## Vocabulary Practice

### "Plan B"

**Directions:** Use a form of the word from the box below to complete each sentence. There is one word you will not use.

#### WORD BANK

serum      commandeer  
revert      regulate

1. The doctor injected Ben with a \_\_\_\_\_ that would make his allergic reactions less severe.
2. After years of keeping in touch with my aunt over email, I \_\_\_\_\_ to writing her letters by hand like I did when I was younger.
3. The dam \_\_\_\_\_ the flow of water into the river to prevent the river from flooding.

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

4. The pirate **commandeered** the ship and \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. The sunset was **transcendently** beautiful, \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

## Close-Reading Questions

### "Plan B"

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1. What questions might Nathan be talking about? (inference)
2. Why are the adults looking nervous and scrutinizing everyone else? (inference)
3. Does Evan come by? Explain how you know. (plot)
4. So far, the author has given hints about Nathan's family, but has not revealed the whole truth. Why might this be? (author's craft)

5. Why is this line important? What does it connect to later in the story? (text structure)

6. What is this line a hint about? Explain. What other hints can you find throughout the story? (text structure)

7. Is Agent B exactly who the supervisor thought *he* was? Explain. (character)

8. Why is this a clever conclusion to the story? (author's craft)

9. Summarize what is revealed during Agent B's debriefing about what happened after Nathan's mom shouted "Plan B!"? (plot)

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

## Critical-Thinking Questions

### "Plan B"

---

1. Why do you think the author included the parts of the story about Nathan's friendship with Evan?
  
  
  
  
  
  
  
  
  
  
2. In this story, the alien cats first plan to turn themselves into humans so they can live on Earth; when that doesn't work out, they decide to turn the humans into cats instead. Why do think the alien cats did not consider trying to live on Earth just as they are?
  
  
  
  
  
  
  
  
  
  
3. During the debriefing of Agent B (a.k.a. Toto), Agent B tells his supervisor, "Don't worry about me. I have something lined up." Do you think Agent B really does have something lined up? If so, what might it be?
  
  
  
  
  
  
  
  
  
  
4. Did you think this story was funny? If so, what made it funny?

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

# CHARACTER THINKING TOOL

The questions in this activity are about the characters of

NATHAN, HIS MOM, AND TOTO

1. Nathan has a very big secret and instructions not to share it. What is his secret, and why does he disobey the instructions?

2. A. What clues does the author give that Nathan's parents are cats?

B. What clues reveal that Nathan is not like his parents?

C. What clues reveal that Nathan is in fact turning into a cat?

**3. A.** Before Wednesday's events, what is one word Nathan would have used to describe Toto? Support your response with text evidence. (Do you have a cat? If so, does Toto behave like your cat?)

**B.** Before Wednesday's events, what is one word Nathan would have used to describe his mom? Support your response with text evidence.

**4.** What does Agent B's debriefing reveal about who Nathan's mom and Toto are? What does it reveal about their feelings toward Nathan?

This is your copy of a *Scope* Google Activity. You can use this as is, or customize it to fit your need. To edit any elements that are locked down, click **Slide** → **Edit master**.

### How to Assign This Activity:

- If you're assigning this activity through **Google Classroom**, make sure to select "Make a copy for each student" from the drop-down menu.
- If you're using **Microsoft Teams**, you can also click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity:
  - Click the **Share** button at the top-right.
  - Click "**Copy Link**", then paste the URL into an email or assignment (don't share it yet!).
  - At the end of the URL, change the word **edit** to **copy**, like so:

[https://docs.google.com/presentation/d/\[...\] /edit?usp=sharing](https://docs.google.com/presentation/d/[...] /edit?usp=sharing)



[https://docs.google.com/presentation/d/\[...\] /copy?usp=sharing](https://docs.google.com/presentation/d/[...] /copy?usp=sharing)

**Don't forget: Delete this slide before sharing the activity with students.**

Thank you for teaching with *Scope*!

Name:

# PLAN YOUR SCENE

Read "Plan B." Then use this planner to help you write a scene that happens between the end of Nathan's letter and the debriefing of Undercover Agent Bartolomej.

This activity will help you respond to the writing prompt that appears at the end of the article.



## 1. LIST DETAILS FROM THE STORY


List the details about what happened that you learn from the story's last section ("Debriefing of Undercover Agent Bartolomej").

## 2. GET CREATIVE

Now it's time to start figuring out the rest of what happened. On the right is a list of questions to get you started. You don't need to answer them all; they are just to help you think about the additional details you might want to include in your scene.

**Use the next slide to jot down your ideas.**

- In what order did the events you listed in Section 1 occur?
- What emotions did the characters feel?
- What did the characters say to each other?
- Will you describe the Boat? If so, what does it look like?
- What were Alex and Aidan doing?
- Where did Nathan hide his note?
- What other ideas do you have for the scene?



Write questions about anything else you want to figure out.

## MY IDEAS

## GUIDELINES FOR YOUR FIRST DRAFT

- Use your own paper or document to write your scene.
- Write in first person from Nathan's point of view.
- Stick to the basics of what happened, according to the conversation between Agent Bartolomej and his supervisor.
- Once you have finished your first draft, go back and revise it until you are completely satisfied. Then proofread your scene, fixing any typing, spelling, punctuation, or grammar mistakes you find.

# CHOICE BOARD

## "PLAN B"

<p>Write a sequel to the story that begins aboard the Mothership.</p> <p>OR</p> <p>Write a sequel from the point of view of someone who finds Nathan's letter in the future.</p>	<p>Create the written report Agent B submitted to his "Operation Earth" supervisor about what happened on Wednesday.</p>	<p>Write the conversation between Agent B and Agent R in which they discuss the need for a backup plan and organize the details of Plan B.</p>
<p>Write the lyrics to a song from the point of view of any character in the story. Be sure to give your song a title. Optionally, set your song to the tune of another song (or make up your own original tune) and record it.</p>	<p>Write the scene that happens between the end of Nathan's letter and the debriefing. Be true to information revealed in the debriefing and to the characters in the story.</p> <p><i>Note: This is the contest prompt that appears at the end of the story.</i></p>	<p>Pick a favorite line or excerpt from the story and illustrate it. Include the line or excerpt beneath your illustration and explain why you chose it.</p>
<p>Rewrite "Plan B" in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.</p>	<p>Imagine that "Plan B" is being made into a movie. Create the trailer for that movie.</p>	<p>Make a short video that gives other readers a preview of "Plan B." Consider what is enjoyable and relatable about the story.</p>

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

## “Plan B” Quiz

Directions: Read “Plan B.” Then answer the questions below.

---

1. **The last section of the story is called “Debriefing of Undercover Agent Bartolomej after termination of ‘Operation Earth.’” What was Operation Earth?**
  - A. the aliens’ plan to destroy the Earth
  - B. Nathan’s mom’s plan for her family to escape with the serum
  - C. Agent B’s plan to fool his supervisor
  - D. the aliens’ plan to turn all humans into cats
2. **Near the beginning of his letter, Nathan says, “Let’s just say I hope you have opposable thumbs.” Nathan is expressing the hope that**
  - A. Operation Earth is a failure.
  - B. Operation Earth is a success.
  - C. in the future, cats have opposable thumbs.
  - D. cats never learn to read.
3. **Which describes the internal conflict that Nathan struggled with throughout his childhood?**
  - A. worrying that he will disappoint his mom
  - B. being embarrassed about growing a tail
  - C. keeping his true identity as a human a secret from his mom and dad
  - D. keeping his true identity as a cat from outer space a secret from everyone but his parents
4. **In the story, Nathan’s mom is characterized as \_\_\_\_\_.**
  - A. rebellious, reckless, and unpredictable
  - B. focused, disciplined, and overachieving
  - C. dreamy, forgetful, and peaceful
  - D. cheerful, friendly, and carefree
5. **Which lines contribute to the characterization of Nathan’s mom that you chose in Question 4? Choose THREE.**
  - A. “A big dinner with lots of families is just the kind of thing Mom loves. It proves she’s doing everything right.”
  - B. “Mom is a top-of-the-class sort of person, always studying and practicing, so by the time someone noticed she was mixed up, it was hard to erase the habit. She did, though. Of course she did.”
  - C. “‘This is crazy!’ Mom said. ‘Nathan is one of us.’”
  - D. “Agent B: Agent R wasn’t slipping. She never slipped. She was perfect.”
6. **The last section of the story reveals that \_\_\_\_\_. Choose TWO.**
  - A. Nathan knew that Toto was an undercover agent all along
  - B. Evan was an undercover agent working to stop the cats from taking over Earth
  - C. Toto was working as an undercover agent to spy on Nathan’s family
  - D. Toto helped Nathan’s family escape on the Boat

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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. Toto (aka Agent Bartolomej) tells his supervisor, “There was something I couldn’t see. . . . It was love.” Explain what Toto means.
8. Describe the relationship between Toto (Bartolomej) and Nathan’s family. Use text evidence to support your response.

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

## “Plan B” Quiz

Directions: Read “Plan B.” Then answer the questions below.

1. **The last section of the story has a title that refers to the termination (ending) of “Operation Earth.” What was Operation Earth?**
  - A. the aliens’ plan to destroy Earth
  - B. Nathan’s mom’s plan for her family to escape with the serum
  - C. Agent B’s plan to fool his supervisor
  - D. the aliens’ plan to turn all humans into cats
2. **Near the beginning of his letter, Nathan says, “Let’s just say I hope you have opposable thumbs.” (Opposable thumbs are the kind of thumbs that humans have.) Nathan is expressing the hope that**
  - A. Operation Earth is a failure.
  - B. Operation Earth is a success.
  - C. in the future, cats have opposable thumbs.
  - D. cats never learn to read.
3. **According to Nathan, why is his friendship with Evan so valuable?**
  - A. Evan gives Nathan good advice about how to hide his tail.
  - B. Evan is the only kid at school who doesn’t know that Nathan and his family are actually cats from another planet.
  - C. Nathan loves the empanadas that Evan brings over.
  - D. After years of keeping his identity a secret, Nathan is able to be totally honest with Evan.
4. **Choose the best description of Nathan’s mom.**
  - A. She doesn’t respect authority and takes a lot of risks.
  - B. She is very focused and it’s important to her to succeed.
  - C. She is dreamy and forgetful.
  - D. She is always cheerful and carefree.
5. **Which lines contribute to the characterization of Nathan’s mom that you chose in Question 4? Choose THREE.**
  - A. “A big dinner with lots of families is just the kind of thing Mom loves. It proves she’s doing everything right.”
  - B. “Mom is a top-of-the-class sort of person, always studying and practicing, so by the time someone noticed she was mixed up, it was hard to erase the habit. She did, though. Of course she did.”
  - C. ““This is crazy!’ Mom said. ‘Nathan is one of us.””
  - D. “Agent B: Agent R wasn’t slipping. She never slipped. She was perfect.”
6. **The last section of the story reveals that \_\_\_\_\_. Choose TWO.**
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  - D. Toto helped Nathan’s family escape on the Boat



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

## Constructed-Response Questions

**Directions:** Write your answers in the space provided or use your own paper or document.

7. Toto (aka Agent Bartolomej) tells his supervisor, “There was something I couldn’t see. . . . It was love.” Explain what Toto means.
8. Who does Nathan think Toto is, and who is Toto really? Use text evidence to support your answer.

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

## MAKING INFERENCES

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

**Directions:** Read "Plan B." Then fill in the chart below by answering the questions that appear in italics. We filled in the first row for you.

Clues	Inference
<p>Consider Nathan's worries about his friend Evan at the beginning of the story:</p> <p>"He was supposed to come over after school today, after my appointment with the doctors. What if he stops by with a bag of Ms. Pena's empanadas?"</p>	<p><b>1. Does Evan ever stop by? Explain how you know.</b></p> <p>During Agent B's debriefing, he says, "It was complicated. Have an empanada." Agent B is undercover as Nathan's pet cat, so you can infer that the empanadas Agent B is offering were brought to Nathan's house by Evan—meaning that yes, Evan did stop by.</p>
<p>Consider this line from the beginning of Nathan's letter:</p> <p>"I don't know how much longer I'll be able to hold this pen."</p>	<p><b>2. Why does Nathan worry that he soon won't be able to hold a pen?</b></p>

Clues	Inference
<p>Consider what Nathan says about his "friends":</p> <p>"Mom says I have '49 good friends,' and yeah, we have monthly Skypes with the others: Caleb from California, Isaac from Indiana, Toby from Texas, and so on. But the Skypes are awkward, with the parents looking nervous in the background. Part of friendship is hanging out with nobody watching, which is hard when the grown-ups are scrutinizing everyone else."</p>	<p><b>3. Who are Nathan's 49 "friends"? Why are the grown-ups scrutinizing them?</b></p>
<p>Consider this line about what Nathan's family brought to Florida:</p> <p>"Five days ago, when we got back from Florida, Mom was carrying the beach bag, with the sandy plastic buckets and shovels, the Kadima paddles, and the fake sunscreen, and she let the whole thing drop off her shoulder and spill out all over the floor . . ."</p>	<p><b>4. Why would the family have fake sunscreen?</b></p>
<p>Reread the section "Debriefing of Undercover Agent Bartolomej after termination of 'Operation Earth'" at the end of the story.</p>	<p><b>5. What does the supervisor not know about Agent B?</b></p>

# Plan B Contest

Write the scene that happens between the end of Nathan's letter and the debriefing. Be true to information revealed in the debriefing and to the characters in the story. Send your scene to Plan B Contest. Three winners will each get *First Light* by Rebecca Stead.

## Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ clarity
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

**ENTRIES MUST BE RECEIVED BY March 15, 2021.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

# Analyzing Poetry

**Directions:** Read the poem a few times. Then answer the questions on the slides that follow.

Note: We refer to the poem's speaker as "her," but the speaker is not necessarily female.

## When My Noisy Mind Quiets

By Georgia Heard

Here in this chair  
my noisy mind  
settles into quiet.

I leave all my to do's  
in a place  
asleep like winter trees.

Then I become friends  
with the seasons of my breath  
and **my own voice blossoms.**



Click here  
to hear  
the poet  
read her  
poem.

# First Stanza

1. The speaker refers to her “noisy mind.” What do you think she means? What types of thoughts might make someone’s mind “noisy”?

2. What feelings or emotions do you think people experience when they have a “noisy mind”?

# Second Stanza

3. The speaker refers to her “to do’s.” How are “to do’s” related to the idea of a noisy mind?

4. When the speaker says that she leaves her “to do’s in a place/asleep like winter trees,” what does she mean? How is this different than forgetting about her to do’s completely?

# Third Stanza

5. What do you think the speaker means by “the seasons of my breath”?


6. What do you think the speaker means when she says she becomes “friends” with her breath?



**7.** Consider the last line of the poem. What do you think the speaker means when she says her “own voice blossoms”? Why do you think this happens when the speaker’s mind “settles into quiet,” as she describes it in the first stanza?



# Writer's Craft

8. Drag a  around each verb in the poem.

9. *Fill in the blank:* The verbs in this poem are in  tense.

10. Why might the poet have made the choice to write this poem in this tense?

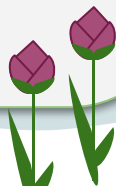
## When My Noisy Mind Quiets

By Georgia Heard

Here in this chair  
my noisy mind  
settles into quiet.

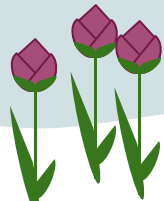
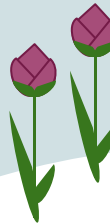
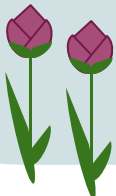
I leave all my to do's  
in a place  
asleep like winter trees.

Then I become friends  
with the seasons of my breath  
and **my own voice blossoms.**



**That's it! You're done.**

You can use what you wrote in this activity to help you respond to the prompt that appears in *Scope* with the poem.



# Noisy Mind Contest

Explain what the speaker means when she says her mind is noisy. Then explain—in your own words—what happens when the speaker quiets her noisy mind. Send your work to Noisy Mind Contest. Three winners will get *My Thoughts Are Clouds: Poems for Mindfulness* by Georgia Heard.

## Entries will be judged on:

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

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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# REPAIRING RAMBLERS AND RUN-ONS

In this activity, you'll learn about rambling and run-on sentences. Then you'll get some tips for fixing them and practice repairing some on your own.

**Are you ready? Let's get started. →**

# RAMBLING SENTENCES

Rambling sentences may follow the rules of grammar, but they also ramble—that is, they go on and on (and on and on). Ramblers can be hard for your readers to follow.

**Read this sentence aloud to see what we mean:**

**On Thursday, my brother and I woke up early to go sailing, but when we looked outside, it was pouring rain, so we thought we'd have to cancel our plans, but by the time we arrived at the dock, things were looking up—the rain had stopped, and the sun had emerged from the clouds—so before we knew it, we were heading out to sea!**



Oof! That's a lot of information crammed into one sentence!

**Click to the next slide to see how you could edit this sentence to make it easier to read.**



## HERE'S ONE WAY TO DO IT:

**On Thursday, my brother and I woke up early to go sailing. When we looked outside, though, it was pouring rain. We thought we'd have to cancel our plans. By the time we arrived at the dock, however, things were looking up; the sun had emerged from the clouds, and the rain had stopped. Before we knew it, we were heading out to sea!**



See? Breaking it into shorter sentences makes the information easier for your reader to absorb.

**Go to the next slide to fix a rambler on your own.**



# LET'S PRACTICE!

**Directions:** Rewrite the ramblar below. Break it into several shorter sentences.

**Last week was my mom's birthday, and the whole family came over to celebrate, so my sister Leah made a chocolate-chip cheesecake, which is my mom's favorite dessert, and it looked absolutely wonderful, yet as soon as we tasted it, it was clear that something had gone wrong because it tasted awful, and Leah realized that she had used salt instead of**



# RUN-ON SENTENCES

A run-on sentence combines two or more independent clauses incorrectly.

(An **independent clause** is a group of words that contains a subject and a verb, and expresses a complete thought—in other words, a sentence.)

Consider the following run-on sentence:

**Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.**

**“Gray clouds rolled in, darkening what had been a bright-blue sky”** and **“we still had fun”** are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join two clauses.

*subject* *verb* *subject* *verb*

**Go to the next slide for tips on how to fix this run-on sentence.**



# 3 WAYS TO CORRECT A RUN-ON SENTENCE:

**#1** Divide it into separate sentences.

**Example:** Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.

**#2** Use a comma and a conjunction such as *for*, *and*, *nor*, *but*, *or*, *yet*, or *so*.

**Example:** Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.

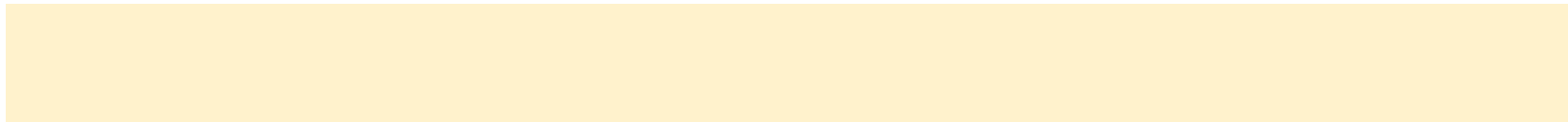
**#3** Use a semicolon and a transition word or phrase such as *however*, *moreover*, *furthermore*, *as a result*, *meanwhile*, *first*, *next*, *finally*, or *in addition*.

**Example:** Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

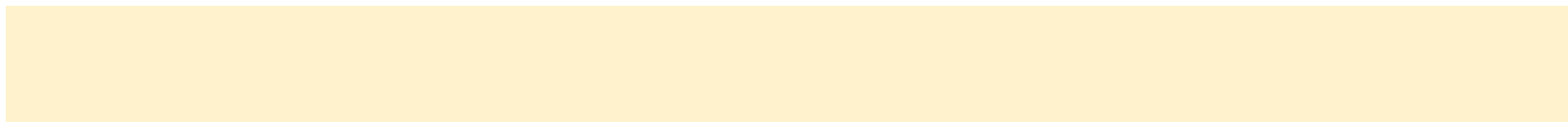
# LET'S PRACTICE!

**Directions:** Rewrite each run-on sentence below so that it is no longer a run-on. (Be careful not to turn it into a rambler! You can break it up into more than one sentence if needed.)

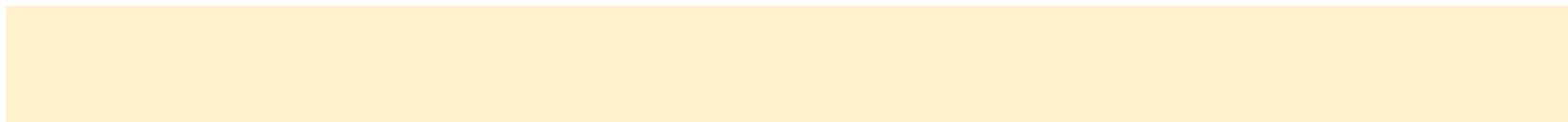
1. Four species of monkeys are native to Costa Rica, we saw two on our trip there.



2. I went to school yesterday, but I didn't feel well, I had a really bad headache, and I couldn't focus.



3. Randy meant to stay awake until the end of the movie, he fell asleep during the first 10 minutes.



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

# VARY YOUR SENTENCES

When every sentence in a paragraph is the same length, the reader gets bored. When every sentence in a paragraph starts with the same words, the reader gets bored. When every sentence in a paragraph has the same rhythm, the reader gets bored. When every sentence . . . well, you get the point. To add **pizzazz** to your writing, mix things up!

Go to the next page to find out how ---->>>

#1

Add an **adverb** to the beginning of a sentence.

Eli picked his clothes off the floor and threw them in the closet.

*Hurriedly, Eli picked his clothes off the floor and threw them in the closet.*

#2

Combine sentences.

Siberian tigers are the world's largest cats. Siberian tigers are among the most-endangered species.

*Siberian tigers, the world's largest cats, are among the most-endangered species.*

## 4 Ways to Add **VARIETY** to Your Sentences

#3

Link two sentences to form a compound sentence.

The water was freezing cold.  
Seth and Grace dove in anyway.

*The water was freezing cold, but Seth and Grace dove in anyway.*

#4

Move a **prepositional phrase** to the beginning of a sentence.

Peter mixed the cake batter **with a large wooden spoon**.

*With a large wooden spoon, Peter mixed the cake batter.*

**Directions:** Read the paragraph below. Then rewrite it in the blank box, so that the sentences vary in length, structure, and rhythm. Use the tips on the previous page to help you.

I went camping last weekend. My brother came with me. He is three years older than I am. We brought a lot of stuff. We brought a tent. We brought sleeping bags. We brought hiking shoes. We brought snacks. We brought fishing poles. We hiked down to the lake and we tried to catch fish. Nothing was biting. We almost gave up. Then I caught a huge trout! That was a great dinner.

# You Be the Editor Contest

Read our article about auroras. Then follow the prompts in the circles to revise and polish the writing. Send your revised article to Aurora Contest. Three winners will each get a \$25 gift card and have their entries published online.

## Entries will be judged on:

- ✓ word choice
- ✓ clarity
- ✓ sentence structure
- ✓ grammar, spelling, and punctuation

Student name: \_\_\_\_\_

Student mailing address: \_\_\_\_\_

Home phone number: \_\_\_\_\_ Grade: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopemag@scholastic.com](mailto:scopemag@scholastic.com)

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