

~> 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

CAN WE AGREE?

In this activity, you will learn all about **subject-verb agreement**.
Then you'll practice making subjects and verbs agree on your own.

Are you ready? Let's get started. →

FIRST, LET'S REVIEW SOME KEY TERMS.



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

List two more singular nouns.



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

List two more plural nouns.



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

List two more collective nouns.



A **SUBJECT**

is the part of a sentence that contains the person or thing performing the action (or verb) in the sentence.



A **VERB** is a word used to describe an action or state of being.

For example:

SUBJECT



Tia *texted* her mother.



VERB

SUBJECT



You *are* my best friend.



VERB

NOW, BACK TO SUBJECT-VERB AGREEMENT...

A verb should agree with its subject!

In other words ...

If the subject is singular, use a singular verb.

If the subject is plural, use a plural verb.

Examples:

Adam *sings* beautifully.

The fuzzy ducklings *were* waiting for
their mother.

Sometimes it can be a bit tricky to figure out whether the subject is singular or plural.

Go to the next slide for some tips!



Tip #1

When the subject is composed of two or more nouns or pronouns connected by *and*, use a plural verb.

Example: Jay and Ellie *finish* the race.

Write another sentence like this one, underlining its subject and italicizing its verb.

Tip #2

When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.

Example: Mom or Dad *is* taking me to the mall to shop tomorrow.

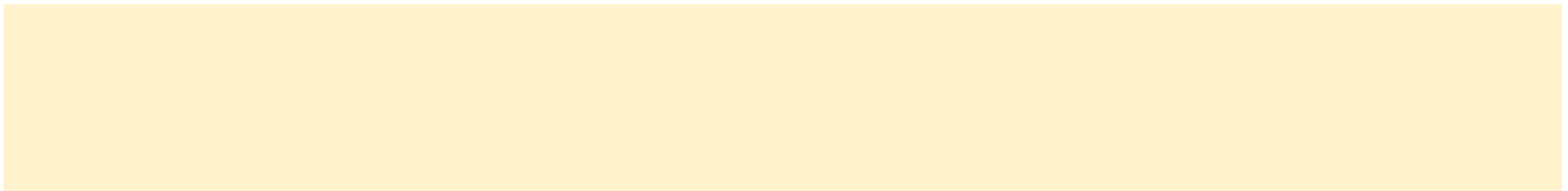
Write another sentence like this one, underlining its subject and italicizing its verb.

Tip #3

The words *each, each one, either, neither, everyone, everybody, anybody, anyone, nobody, somebody, someone, and no one* are singular and require a singular verb.

Example: Everyone *is* anxious to hear how you're feeling.

Write another sentence like this one, underlining its subject and italicizing its verb.



Tip #4

Use a singular verb with sums of money
or periods of time.

Examples:

Ten dollars *is* a lot of money for a sandwich!

Three hours *is* too long for a movie.

Write another sentence like this, underlining its subject and italicizing its verb.

Tip #5

Collective nouns are nouns that describe a group, such as *team*, *committee*, *class*, and *family*. When all the members of the group are doing the same thing, use a singular verb.


Example: Our group *performs* the best dance every year.

When the members of the group are acting as individuals, use a plural verb.

Example: The majority of my classmates *are* going to the same high school next year.

Write another sentence like one of these, underlining its subject and italicizing its verb.

Let's Practice!

Directions: In each sentence that follows, drag a  onto the correct verb from the pair of bolded verbs. We did the first one for you.

1. Mondays and Tuesdays ~~is~~/**are** the best days for me to take after-school classes.

2. What flavors of ice cream **does/do** you have in your freezer?

3. The cooking club **was/were** formed two years ago.

4. If everyone else **wants/want** to see the scary movie, then I'll go.

5. Riley's family **is/are** waiting for her out front.


Directions: In each sentence below, drag a ★ above the subject that agrees with the verb. We did the first one for you.

6. The ★ **plant/plants** on that shelf desperately needs to be watered.

7. **Josie/Josie and her puppy** lives down the street from me.

8. **Everyone/You** wants dessert.

9. In addition to the school nurse, **the principal/the principal and my teacher** has also urged us to get flu shots.

Directions: For each sentence below, drag a  into one of the boxes to indicate whether the verb in boldface is correct or incorrect. Then explain your answer. We've done the first one for you.

10. "Kids," yelled my mom, "**has** anyone fed the puppy yet?"



correct



incorrect

Explanation: The subject "anyone" is singular and requires a singular verb.

11. Leah or Sara **are** probably going to get the lead role in the play.



correct



incorrect

Explanation:

Name: _____ Date: _____

Vocabulary

"The Tornado That Changed America"

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

1. **depot** (DEE-poh) *noun*; A depot is a building where supplies or other items are stored in large amounts for future use. Depot can also refer to a railroad station or a bus station—a building where trains or buses pick up and drop off passengers.
2. **dissipate** (DIS-uh-peyt) *verb*; If something dissipates, it breaks up and disappears or fades away. If you bump your funny bone, it hurts a lot, but the pain dissipates quickly. Nighttime fog usually dissipates under a bright morning sun. A crowd at a concert dissipates after the last song.
3. **dote** (doht) *verb*; To dote on someone is to shower them with love, attention, and affection. Dote is usually followed by "on" or "upon." Many grandparents dote on their grandchildren.
4. **infancy** (IN-fuhn-see) *noun*; Infancy is the period of time when a human is an infant (a baby).
Infancy can also mean "the earliest stage of development." Back in the 1970s, when cell phones were in their infancy, they were as big as bricks!
5. **obliterate** (uh-BLIH-tuh-reyt) *noun*; To obliterate something is to completely destroy it. A puppy might obliterate your slippers if you aren't careful.

In sports, *obliterate* is used to mean "to beat another team by a wide margin," as in, "The Lakers are going to obliterate the Timberwolves."
6. **reverie** (REHV-uh-ree) *noun*; If you are in a reverie, you are lost in a pleasant daydream. You might fall into a reverie thinking about something fun you have planned for the weekend.
7. **roil** (roil) *verb*; If something is roiling, it is moving in a churning, violent way. Imagine an ocean with huge waves crashing back and forth. Those waters are roiling.

Name: _____ Date: _____

Vocabulary Practice

"The Tornado That Changed America"

Directions: Choose the best answer to each question.

1. Which sentence uses the word **roil** correctly?
A. A puff of smoke roiled above the candle.
B. The river roiled smoothly and gently.
2. What might dissipate in a few minutes?
A. a bad smell
B. a carton of eggs
3. What might someone more likely think about during a reverie?
A. being chased by a terrifying monster
B. being a glamorous movie star

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

4. Joe cried as he said goodbye to his grandma at the train **depot/reverie**.
5. Oh, no! The thunderstorm **dissipated/obliterated** our tree house!
6. Cori **dotes/roils** on her dog, Snickers, constantly cuddling her and giving her treats.
7. Though Tina's idea for a movie was still in its **depot/infancy**, she was sure it would eventually be a blockbuster.

Name: _____

Close-Reading Questions

"The Tornado That Changed America"

1. How does the section "An Exciting Day Ahead" contribute to the article?
(text structure)
2. According to the article, how has our understanding of weather and weather reporting changed since Adrian's time? (compare and contrast)
3. Tarshis writes, "Parrish School did not yet have electricity. Few residents had telephones or radios. Many, including the Dillons, still drove around in wagons pulled by horses." Why are these details important to the story? (text structure)
4. How does Tarshis use figurative language to portray the tornado? (figurative language)

Name: _____

Critical-Thinking Questions

"The Tornado That Changed America"

1. Why should we remember disasters from the past like the Tri-State Tornado?

2. What does the genre of narrative nonfiction offer readers that expository nonfiction does not? Do you prefer one genre over the other?

Teachers, read this first:

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: 

ANALYZING AUTHOR'S CRAFT

Read "The Tornado That Changed America." Then complete this activity to explore how author Lauren Tarshis helps readers imagine what it was like to live through the Tri-State Tornado.

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

1 List vivid verbs Tarshis uses to describe the actions of the Tri-State Tornado.

What do these verbs help you understand about the tornado?

2 Record lines from the article in which Tarshis makes the tornado seem like a living thing.

What sort of living thing does she portray the tornado as?

3

**Record details that show what the
tornado looked like.**

4

**Record details that show what the
tornado sounded like.**

5

Record details that show what the tornado felt like. (You can include both physical and emotional feelings.)

6 How does Tarshis utilize numbers throughout the article? Record a few examples and explain what they help you understand.

7 How would the article be different if Tarshis had given a general account of what happened, rather than focusing on the experience of one particular person, Adrian Dillon?

Name: _____

“The Tornado That Changed America” Quiz

Directions: Read “The Tornado That Changed America” from the March issue of *Scope*. Then answer the questions below.

1. Which line best supports the central idea of the article that the Tri-State Tornado was extremely deadly and destructive?
 - A. “Over the course of roughly three hours, it ripped through Missouri, Illinois, and Indiana, killing nearly 700 people and sucking entire towns into the sky.”
 - B. “The word *tornado* was considered too frightening; people might panic.”
 - C. “The Dillons huddled together in amazement and relief.”
 - D. “Parrish school did not yet have electricity.”
2. Which section best helps readers understand the time and place in which the Tri-State Tornado occurred?
 - A. “An Exciting Day Ahead”
 - B. “The First Victims”
 - C. “A Hungry Beast”
 - D. “Amazement and Relief”
3. Consider this line from the introduction: “But the monster Adrian was about to face was far more ferocious than any creature of legend.” What is the purpose of this line?
 - A. to create an ominous mood
 - B. to explain the damage caused by the tornado
 - C. to describe legendary monsters of the American Midwest
 - D. to help readers visualize Illinois
4. Which lines serve a similar purpose to the line in question 3? Choose TWO.
 - A. “Adrian waved to his mom, brother, and sister. He’d never see his house again.”
 - B. “After all, meteorology was still in its infancy. There were no high-tech tracking tools.”
 - C. “Adrian practiced his marbles shots. No one had any idea that disaster was about to strike.”
 - D. “That morning, Adrian woke with a jolt of excitement. The day of the big marbles tournament had finally arrived.”
5. Which best describes the way the author portrays the tornado?
 - A. She describes it in a purely scientific way.
 - B. She compares it to a dancer who accidentally causes damage while spinning and leaping.
 - C. She portrays it as a monster that deliberately attacks towns and people.
 - D. She portrays it as a bear.
6. Which detail would be least important to include in a summary of the article?
 - A. The people of Parrish had no idea the tornado was coming.
 - B. The Dillons survived the storm, but their home and farm did not.
 - C. The Tri-State Tornado killed 700 people.
 - D. Adrian Dillon was one of the best marbles players at his school.

Name: _____

Constructed-Response Questions

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

7. What is the mood of the section “Nothing Left”? How does author Lauren Tarshis create this mood? Use text evidence to support your answer.
8. What does “The Tornado That Changed America” teach us about our understanding of weather? Use text evidence to support your answer.

Name: _____

“The Tornado That Changed America” Quiz

Directions: Read “The Tornado That Changed America” from the March issue of *Scope*. Then answer the questions below.

1. **The main purpose of this article is to teach readers about**
 - A. a deadly tornado and the destruction it caused.
 - B. how disaster response has improved in the past 20 years.
 - C. how life was changing in America during the early 1900s.
 - D. what school was like in the 1920s.
2. **The section “An Exciting Day Ahead” helps readers understand**
 - A. the time and place in which the Tri-State Tornado occurred.
 - B. how our understanding of tornadoes has changed over time.
 - C. how to play marbles.
 - D. the path of the Tri-State Tornado.
3. **Consider this line from the introduction: “But the monster Adrian was about to face was far more ferocious than any creature of legend.” This line creates a(n) _____ mood.**
 - A. ominous (suggesting that something bad is going to happen)
 - B. auspicious (suggesting that success is likely)
 - C. peaceful
 - D. exciting
4. **Which lines serve a similar purpose to the line in question 3? Choose TWO.**
 - A. “He’d never see his house again.”
 - B. “After the chores, the family sat down for breakfast.”
 - C. “No one had any idea that disaster was about to strike.”
 - D. “The day of the big marbles tournament had finally arrived.”
5. **Consider this line: “His blood turned to ice as he realized what he was looking at.” This line helps readers understand how _____ Adrian was.**
 - A. brave
 - B. unprepared
 - C. frightened
 - D. excited
6. **Which detail would be least important to include in a summary of the article?**
 - A. The people of Parrish had no idea the tornado was coming.
 - B. The Dillons survived the storm, but their home and farm did not.
 - C. The Tri-State Tornado killed 700 people.
 - D. Adrian Dillon was one of the best marbles players at his school.

Name: _____

Constructed-Response Questions

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

7. The section “Nothing Left” has a shocked and heartbroken mood. How does author Lauren Tarshis create this mood? Use text evidence to support your answer.
8. What made the Tri-State Tornado unique? Use text evidence to support your answer.

Name: _____

EXPLORING MOOD

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

In this activity, you will explore how author Lauren Tarshis creates mood in her article "The Tornado That Changed America."

Word Choice

1. List vivid verbs and adjectives Tarshis uses to describe the tornado and its actions.

Metaphor

2. Find an example of a metaphor in the article.
(A metaphor is the comparison of two unlike things to illuminate a particular quality of one of those things.)

Simile

3. Find an example of a simile in the article. (A simile is also a comparison of two things—but a simile uses *like* or *as*).

Extended Metaphor

4. Throughout the article, Tarshis describes the tornado as though it were a monster. Find at least two examples of this.

Sensory Details

5. Find at least two examples of imagery: language that portrays experiences of the five senses.

Adrian's Experience

6. Find a place where Tarshis describes Adrian's experience in a way that helps you empathize with Adrian—in other words, that helps you understand and share the emotions he felt that day.

The Emotional Effect

7. The techniques you explored in questions 1-6 are some of the ways Tarshis heightened the emotional effect of her writing on you, the reader. What feelings did you get from reading this piece of writing? List them below.

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 Tornado That Changed America."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

3. Who or what caused this event?

4. How did this event affect the main person or people in the article?

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

Your turn! Write an objective summary of “The Tornado That Changed America.” 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 Tornado That Changed America”

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slight shadow on its right side, suggesting it's resting on a surface.

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 Tornado That Changed America." 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.

At the time, scientists were not able to predict the path of big storms and weather reports were often wrong.

Adrian and his family lived on a farm in Parrish, Illinois.

After the storm, people from around the world donated money to help the storm's victims and neighbors helped each other rebuild their homes and farms.

On March 18, 1925, the day the storm hit, the people of Parrish had no idea that a tornado was coming.

Adrian was supposed to attend a marbles tournament the day the tornado hit.

Eleven-year-old Adrian Dillon lived through the deadliest single tornado strike in U.S. history: the Tri-State Tornado.

By the time it was over, the Tri-State Tornado had killed 700 people and destroyed numerous towns across Missouri, Illinois, and Indiana.

Adrian attended school in a one-room schoolhouse.

Despite having no warning, the Dillons all survived the storm, but their home and farm did not.

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Tornado That Changed America." Then complete this activity.

Imagine you are writing a paragraph about how the Tri-State Tornado was unique.

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

- ☐ **A.** The Tri-State Tornado was unlike any tornado people had ever experienced.
- ☐ **B.** The Tri-State Tornado destroyed many towns.
- ☐ **C.** The Tri-State Tornado moved very quickly.

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

- ☐ **A.** "All of this was spinning around in the tornado at 300 miles per hour."
- ☐ **B.** "Within minutes, it struck its next victims: the farming towns of Bush and De Soto."
- ☐ **C.** "Never before had a single tornado stayed on the ground for so long—three-and-a-half hours."

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

- ☐ **A.** It shows how the Tri-State Tornado was different from other tornadoes.
- ☐ **B.** It explains how fast the Tri-State Tornado moved.
- ☐ **C.** It shows how destructive the Tri-State Tornado was.

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



Statement:
People came together to help those affected by disaster.

- ☐ A. "Adrian was about to face the Tri-State Tornado, one of the most catastrophic twisters ever to strike the United States."
- ☐ B. "In the aftermath, people from around the country—and the world—donated money to help the storm's victims."
- ☐ C. "Stunned survivors searched desperately for loved ones, clawing through rubble to reach those who were trapped."

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

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



Statement:
The Tri-State Tornado was extremely destructive.

- ☐ A. "Meanwhile, the tornado crossed the Mississippi River into Illinois."
- ☐ B. "It also carried thousands of objects ripped from homes, like pots and beds and quilts and toys."
- ☐ C. "Adrian had lost his prized marbles collection."
- ☐ D. "In less than 60 seconds, the tornado obliterated all but seven of the town's 85 homes."

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

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

- ☐ A. On March 18, 1925, the people of Parrish had no warning that the Tri-State Tornado was coming. Tarshis writes, "The weather forecast that morning had said only that rain was possible" (7). This detail shows that the people of Parrish had no idea the storm was about to hit.
- ☐ B. On March 18, 1925, the people of Parrish had no warning that the Tri-State Tornado was coming. Tarshis writes, "The weather forecast that morning had said only that rain was possible" (7).
- ☐ C. On March 18, 1925, the people of Parrish had no warning that the Tri-State Tornado was coming. Tarshis explains that the morning weather forecast called only for rain (7). This detail shows that the people of Parrish had no idea the storm was about to hit.

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

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

- ☐ **A.** In 1925, Parrish, Illinois was not as modernized as some other towns in America were at the time. For example, many Americans in cities and big towns owned cars by 1925, but most people in Parrish still used horse-pulled wagons.
- ☐ **B.** In 1925, Parrish, Illinois was not as modernized as some other towns in America were at the time. For example, Tarshis explains that many Americans in cities and big towns owned cars by 1925, but most people in Parrish still used horse-pulled wagons.
- ☐ **C.** In 1925, Parrish, Illinois was not as modernized as some other towns in America were at the time. For example, Tarshis explains that many Americans in cities and big towns owned cars by 1925, but most people in Parrish still used horse-pulled wagons (4-5). This example shows that technology in Parrish was lagging behind the rest of the country.

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

8. Now it's your turn. In the box below, write a paragraph explaining how the science of weather prediction has changed since the time of the Tri-State Tornado. 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

Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Tornado That Changed America." Then complete this activity.

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



Statement:

The Tri-State Tornado was not like other tornadoes.

- ☐ **A.** "What made the Tri-State Tornado so unique and horrifying was that it did not lose strength. Quite the opposite, it grew larger and stronger as it consumed everything in its path."
- ☐ **B.** "No one had any idea that disaster was about to strike."
- ☐ **C.** "The tornado then whirled across miles of thick forests and craggy hills until it reached the town of Biehle."
- ☐ **D.** "Never before had a single tornado stayed on the ground for so long—three-and-a-half hours."

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



Statement:
People came together to help those affected by the Tri-State Tornado.

- ☐ A. "Adrian was about to face the Tri-State Tornado, one of the most catastrophic twisters ever to strike the United States."
- ☐ B. "In the aftermath, people from around the country—and the world—donated money to help the storm's victims."
- ☐ C. "Stunned survivors searched desperately for loved ones, clawing through rubble to reach those who were trapped."

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

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



Statement:

- ☒ A. "In less than 60 seconds, the tornado obliterated all but seven of the town's 85 homes."
- ☒ B. "It also carried thousands of objects ripped from homes, like pots and beds and quilts and toys."
- ☒ C. "Within minutes, it struck its next victims: the farming towns of Bush and De Soto. Both were almost entirely demolished."

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 Tornado That Changed America."

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

2. How does the caption titled "Help Arrives" contribute to the article?

3. Into what section of the article would information from the sidebar titled "Adventures in Weather Science: Then and Now" best fit?

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

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 Tornado That Changed America."

1. The introduction uses **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)

2. Circle the text structure used in the last four paragraphs of the section "The Raging Storm."

cause/effect problem/solution

Explain how you know, using evidence from the text.

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)

3. A. Which text structure does the author use in the section "A Hungry Beast"?

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

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)

Name: _____

IDENTIFYING NONFICTION ELEMENTS

Directions: Use this activity as you read
"The Tornado That Changed America."

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?


2. How does the caption titled "Help Arrives" contribute to the article?

3. Into what section of the article would information from the sidebar titled "Adventures in Weather Science: Then and Now" best fit?

4. Read the **headline**, subtitle, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING

Text Structure, Text Evidence

5. A. Put a  in the box that BEST describes the **text structure** of the section "A Hungry Beast."


problem and solution

compare and contrast

sequence of events

B. Explain how you know.

6. A. Imagine you are writing a paragraph about how the Tri-State Tornado was unique.

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

- ☐ A. The Tri-State Tornado was the single deadliest tornado strike in U.S. history.
- ☐ B. The Tri-State Tornado lasted much longer than a typical tornado.
- ☐ C. The Tri-State Tornado stayed on the ground for three-and-a-half hours.

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

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		
Detail #1 "In less than 60 seconds, the tornado obliterated all but seven of the town's 85 homes."	Detail #2 "It lifted the building clear off the ground."	Detail #3 "It also carried thousands of objects ripped from homes, like pots and beds and quilts and toys."

Objective Summary

8. Write an objective summary of “The Tornado That Changed America.” (Hint: Think about what you would say to a friend who asks, “What is this article about?”)

[illegible]

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

Directions: Use this activity as you read
"The Tornado That Changed America."

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?

2. How does the caption titled "Help Arrives" contribute to the article?


3. Into what section of the article would information from the sidebar titled "Adventures in Weather Science: Then and Now" best fit?

4. Read the **headline**, subtitle, and **subheadings** in the article. What do they suggest the article will be about?

DURING READING


Text Structure, Text Evidence

5. In the section "A Hungry Beast," the author uses a sequence-of-events structure.

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

- ☐ **A.** *a trail of death and ruin, scrappy railroad town, consumed everything in its path*
- ☐ **B.** *thriving city, swirling winds, entirely demolished*
- ☐ **C.** *Six minutes later, Back in Parrish, At this point*

6. Imagine you are writing a paragraph about how the Tri-State Tornado was unique.

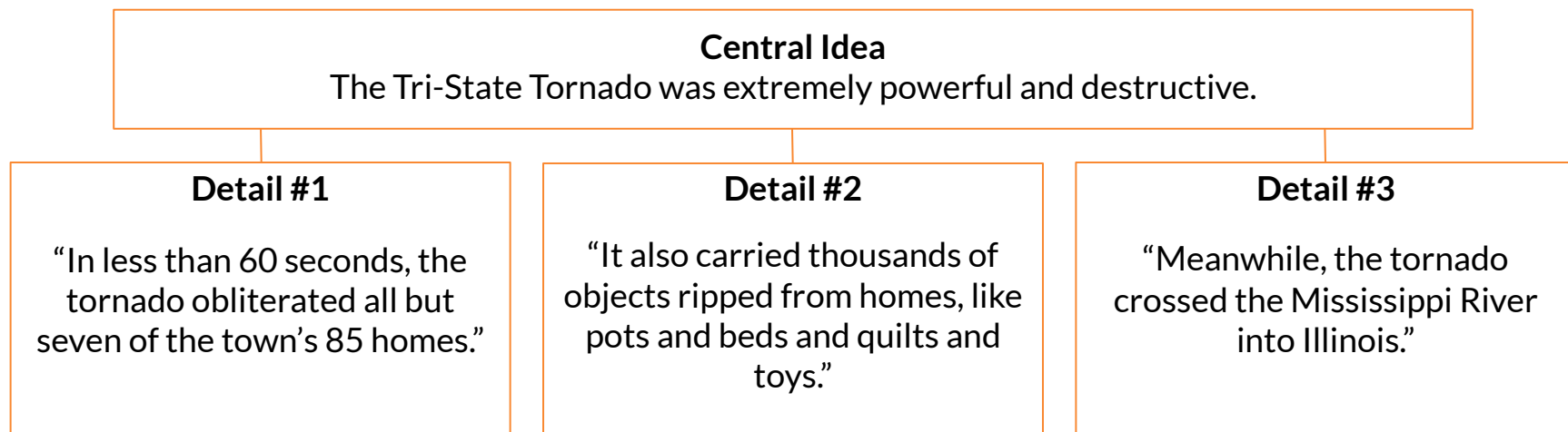
Which sentence would be the best topic sentence for your paragraph? Put a  next to the answer.

- ☐ **A.** The Tri-State Tornado killed nearly 700 people.
- ☐ **B.** The Tri-State Tornado lasted much longer and was more destructive than a typical tornado.
- ☐ **C.** The Tri-State Tornado stayed on the ground for three-and-a-half hours.

AFTER READING


Central Ideas and Details

7. A. Below is a **central idea** of "The Tornado That Changed America" 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.

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 Tornado That Changed America."

- a. In 1925, most people in Parrish, Illinois, did not have cars or telephones.
- b. The Tri-State Tornado killed 700 people and destroyed numerous towns across Missouri, Illinois, and Indiana.
- c. The Dillon family's home and farm were destroyed by the storm.
- d. The Tri-State Tornado was the deadliest single tornado strike in U.S. history.
- e. Adrian attended school in a one-room schoolhouse.
- f. It's really amazing that Adrian Dillon and his family all survived
- g. The people of Parrish, Illinois, had no warning that the tornado was headed straight toward them.
- h. The Tri-State Tornado hit on March 18, 1925.

GLOSSARY OF NONFICTION TERMS

CENTRAL IDEA:

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GLOSSARY OF NONFICTION TERMS

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Tri-State Tornado Contest

In a well-organized essay, explain how author Lauren Tarshis transports her readers to March 18, 1925. Use text evidence. Send your essay to Tri-State Tornado Contest.

Three winners will each get *The Tornado Scientist* by Mary Kay Carson.

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

ENTRIES MUST BE RECEIVED BY April 19, 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.*

CHOICE BOARD

"THE TORNADO THAT CHANGED AMERICA"

Create an infographic that teaches people about the Tri-State Tornado, drawing on information from the article and the video. You can draw it on paper or on a poster, or create it using a digital tool.

With a classmate, listen to another article about monstrous weather. Choices:

["Island of Sorrow"](#)
["The Evil Swirling Darkness"](#)
["Our World Turned to Water"](#)
["The Children's Blizzard"](#)

Then create a podcast or video in which you discuss the following questions, drawing on the articles you read: What role does weather play in our lives? Why is it important to study weather? Why is community important in times of tragedy?

Listen to the NatGeo podcast ["Chasing the World's Largest Tornado"](#) (26:44). In a written response that draws on the podcast and the article, explain how the way we study, predict, and understand tornadoes has changed since Adrian Dillon's time.

Go through the article and note any words, phrases, or sentences Lauren Tarshis uses to describe the Tri-State Tornado that help you imagine what it looked, sounded, and felt like. Pick your favorites and use them to write a poem about the tornado.

In a well-organized essay, explain how author Lauren Tarshis transports her readers to March 18, 1925. Use text evidence.

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

Make a list of three to five songs that you would use as a soundtrack for a read-aloud of the article. For each song, write a sentence explaining why you chose it.

Name: _____ Date: _____

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

Vocabulary

"Should You Get Paid to Recycle?"

1. **account** (uh-KOWNT) *verb*; As it used in the article, *account* means "to be the cause or source of." Hard work accounts for the success of most professional athletes. (When used in this way, *account* is followed by for.)

2. **degrade** (kahr-NIV-er-uhs) *adjective*; To degrade is to slowly break down into smaller and smaller parts over time. A plastic toothbrush takes more than 400 years to degrade into plastic dust.

Degrade can also mean "to lower the character or quality of someone or something." In other words, to degrade a person is to treat them in an insulting, disrespectful way.

3. **imperative** (m-PAIR-uh-tiv) *adjective*; If something is imperative, it is absolutely necessary and important, and it demands attention or action. If a local news channel issues a tornado warning, it is imperative that residents get to a safe location quickly.

4. **incentive** (SPEK-yuh-leyt) *noun*; An incentive is something that motivates or encourages someone to do something or work harder.

Imagine that a soccer coach promises to throw a pizza party for the team if everyone is on time for practice for an entire month. The coach is giving the players an incentive to be on time.

5. **obligation** (ob-li-GEY-shuhn) *noun*; An obligation is something you have to do because of a rule, law, or sense of responsibility. Anyone who gets a pet has an obligation to take good care of that pet. *Strewn* means "untidily scattered." If Jayden drops an open bag of chocolate chips, chocolate chips will probably end up strewn across the kitchen floor.

6. **redemption center** (rih-DEMP-shuhn SEN-ter) *noun*; In some states, when you buy a bottle or can of soda or certain other drinks, you pay a bit extra—between 2 and 15 cents—for the cost of the bottle or can itself. You can get this money back if you turn in the empty bottle or can to be recycled. The place where you turn in the bottle or can is called a redemption center.

For example, say you live in a state that charges an extra 5 cents on every can of soda that is sold. If you take five empty soda cans to a redemption center, the center will give you 25 cents and send your empty cans to a recycling facility.

7. **sanitation** (san-i-TAY-shuhn) *noun*; If something is sanitary, it is free from dirt, infection, disease, or other dangers to human health.

Sanitation is the process of making and keeping things sanitary. Garbage collection and sewage treatment are important parts of a city's department of sanitation.

Name: _____ Date: _____

Vocabulary Practice

"Should You Get Paid to Recycle?"

Directions: Choose the word that best completes the sentence. There is one word you will not use.

WORD BANK

sanitation

redemption center

incentive

degrade

1. I got 10 dollars for the bottles and cans I brought to the _____.
2. Restaurants must meet certain standards of _____ to make sure that the food they serve will not make anyone sick.
3. The library's summer reading program offered prizes as an _____ to read.

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

- | | |
|---|--|
| 4. incentive
A. motivation
B. discouragement | 7. degrade
A. weaken
B. strengthen |
| 5. obligation
A. duty
B. choice | 8. account for
A. pay for
B. give a reason or explanation for |
| 6. imperative
A. optional
B. necessary | |

Name: _____

Write An Argument Essay

Directions: Read "Should You Get Paid to Recycle?" Complete the essay kit at the end of the digital article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should people get paid to recycle?

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 people should get paid to recycle, one of your supporting details might be that a 2019 study of trash along coastlines found that in states without bottle bills, bottles and cans accounted for about 18 percent of all litter.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think that we **SHOULD** get paid to recycle, summarize the strongest arguments against bottle bills that Jack presents in his essay. If you think that we **SHOULD NOT** get paid to recycle, summarize the strongest arguments in favor of bottle bills that Michelle presents in her essay.

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.

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): If you've ever returned bottles or cans for cash, describe the experience. Was it worth it? If you've never returned bottles or cans for cash, describe a different experience you've had with recycling. Was it satisfying?
- 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: "Are bottle bills 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.

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 bottle bills. Finish it in the space provided.

Some people believe that paying people to recycle their bottles and cans is a good idea that encourages more people to recycle. Others disagree and believe that

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 paid to recycle. (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: _____ Date: _____

Vocabulary

Sherlock Holmes and the Mystery of the Red-Headed League

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

1. **abominable** (uh-BAH-muh-nuh-buhl) *adjective*; If something is abominable, it is so awful or offensive that it causes or deserves disgust. An abominable odor might send you running from a room. Getting into a food fight at a restaurant might be described as abominable behavior.

2. **appalling** (uh-PAW-ling) *adjective*; If something is appalling, it is so bad or unpleasant that it's shocking. If the meatloaf at summer camp is appalling, it is so gross that you can't believe they serve it. Your parents might describe a mountain of dirty laundry in your room as appalling. (As you can see, *abominable* and *appalling* could sometimes be used to describe the same thing.)

3. **descend** (dih-SEND) *verb*; Descend can mean "to move from a higher place or level to a lower one," as in "After you descend the stairs, take a left."

 As it is used in the play, *descend* means "to arrive in large numbers, as if dropped from the sky." Ants might descend on the crumbs left on the counter. On Christmas Eve, shoppers often descend upon malls. (When used in this way, *descend* is followed by *on* or *upon*.)

4. **eccentric** (ik-SEN-trik) *adjective*; Something that is eccentric is unusual, odd, or slightly strange. An eccentric person acts or thinks differently than most people. Lady Gaga has an eccentric style—she's usually wearing something that looks like a work of art rather than something ordinary or trendy.

5. **elusive** (ih-LOO-siv) *adjective*; As used in the play, *elusive* means "hard to find or capture." Wild cats such as panthers, leopards, and jaguars are elusive—they generally stay away from humans.

6. **indispensable** (in-dih-SPEN-suh-buhl) *adjective*; Something that is indispensable is absolutely necessary. Access to clean drinking water is indispensable to human health. If you come up with a lot of great ideas for a team project, your teammates might say that you're an indispensable member of the team.

7. **keen** (**keen**) *adjective*; *Keen* means “sharp, intense, and focused.” When a sense such as sight or smell is keen, it is strong and very sensitive. If you have a keen interest in robotics, you are extremely interested in robotics.

Keen can also mean “interested and enthusiastic,” as in, “Julie is keen to go for a walk after dinner, but Aaron would rather sit on the couch and relax.”

8. **objective** (**uhb-JEK-tiv**) *noun*; As it is used in the play, *objective* means “a goal or purpose.” The objective of a science experiment might be to determine how plants get rid of excess water. The main objective of a dog shelter is to help dogs be adopted into loving homes.

9. **ruse** (**rooz**) *noun*; A ruse is an action or a plan that is meant to mislead or fool someone. If you are throwing a surprise birthday party for your mom, you’ll need to come up with a clever ruse to keep her out of the house while you set up.

Name: _____ Date: _____

Vocabulary Practice

Sherlock Holmes and the Mystery of the Red-Headed League

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

1. The weather was so **abominable** that we decided to
 2. The fans **descended** on the movie star as soon as
 3. I realized that my sister's claim that she was too sick to mow the lawn was a **ruse** when
 4. Sarah has been very **elusive** lately. She
 5. My Aunt Myrtle is an **eccentric** lady. She
-

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

7. After climbing Mount Kilimanjaro, Lucia's next **objective/ruse** was to summit Mount Everest.
8. I'm not too **keen/appalling** on going to see that movie. I heard it got bad reviews.
9. The **appalling/indispensable** condition of my room is my puppy's fault. She chewed up my sneakers, ripped my pillows apart, and put her slimy dog bone in my backpack.
10. Omar's help was **elusive/indispensable**; I never could have repaired my bicycle without it.

Name: _____

Close-Reading Questions

Sherlock Holmes and the Mystery of the Red-Headed League

1. Based on information in Scene 1, what can you conclude about Sherlock Holmes's personality? (character)

2. In Scene 1, Holmes asks Wilson if he suspects "foul play." What does he mean? (vocabulary)

3. In Scene 3, Watson and Holmes discuss why Victoria Spaulding would offer to work for half pay. Watson says, "Perhaps she is simply kindhearted." Holmes doesn't seem convinced. What does this exchange suggest about how Watson and Holmes differ? (character, inference)

4. The caption with the illustration of Wilson's store says that "Sherlock Holmes is known for his exceptional powers of observation." What details in the play support this statement? (character, key ideas and details)

Name: _____

Critical-Thinking Questions

Sherlock Holmes and the Mystery of the Red-Headed League

1. In Scene 2, why do you think the playwright uses flashbacks to tell Jabez Wilson's story of the Red-Headed League?
2. At the end of the play Watson says, "No doubt someone else will attempt something appalling soon." Holmes replies, "Let us hope so." Does this make Holmes a bad person?
3. What can we learn from the character of Sherlock Holmes?

Teachers, read this first:

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 PRESS CONFERENCE

Read *Sherlock Holmes and the Mystery of the Red-Headed League*. Then complete this activity to help you plan a press conference given by Police Inspector Jones, Sherlock Holmes, Dr. John Watson, and Mr. Merryweather.

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

First, let's review the really important information—the facts that are key to understanding the case that has just been cracked. List the most important events in the case, using one sentence for each event. We started the list for you.

- Two months ago, a woman named Ms. Victoria Spaulding began working as an assistant to Mr. Jabez Wilson at Wilson's General Store.

Start
planning.



↪ QUESTIONS AND ANSWERS ↩

In this column, write questions that a reporter might ask the characters. Write which character each question is for: Jones, Holmes, Merryweather, or Watson. Or, write "anyone" if the question is not for a particular character.

In this column, write the answers to the questions. Be sure to write the name of the character who answers: Jones, Holmes, Merryweather, or Watson.

Question is for:

Answered by:

Question is for:

Answered by:

Question is for:

Answered by:

Room
for
more.



↪ QUESTIONS AND ANSWERS ↩

Question is for:

Answered by:

Question is for:

Answered by:

Question is for:

Answered by:

Question is for:

Answered by:

Details
of the
scene.



→ THE SETTING ←

Think of the press conference like a scene in a play. Where and when does the scene take place? What does the set look like? Are there sounds in the background?

→ THE CHARACTERS ←

You know that Jones, Holmes, Watson, and Merryweather will be at the press conference, along with some reporters. Do you want to give the reporters names? Will anyone else be there?

Writing
tips!

~> SCENE-WRITING AND EDITING TIPS <~

- **Use stage directors.** Notice how the playwright uses Stage Directors 1, 2, and 3 to describe the sights and sounds of the setting, characters' actions, stage lights, etc. (What do you notice about the first line of each scene?)
- **Include actor directions.** This is information the playwright puts in parentheses to let an actor know how to say a line (for example: *grumpily*)—or give them an action to perform while saying a line (for example, *counting his steps as he walks*).
- **Let it flow.** When you're ready, write a first draft of your scene. Don't worry about making it perfect—treat this more like a free-writing exercise.
- **Read your scene aloud.** Or, see if you can gather some friends or family members and read your scene aloud together. Then think about these questions before editing your scene:
 - Have I expressed as much as possible through dialogue (conversation between characters) rather than narration?
 - Can I say this in a way that is more true to the character who is saying it? (For example, Holmes wouldn't say, "That is weird!" He'd say something like, "Odd, indeed!")

Name: _____

Sherlock Holmes and the Mystery of the Red-Headed League Quiz

Directions: Read the play. Then answer the questions below.

1. **Based on information in Scene 1, you can infer that Holmes _____. Choose TWO.**
 - A. likes a challenge
 - B. looks forward to his days off
 - C. doesn't work very often
 - D. enjoys his job as a detective very much
2. **Holmes develops his theory that Victoria Spaulding is digging a hole under Wilson's shop in all of the following ways EXCEPT**
 - A. by looking at the shelves in Wilson's shop.
 - B. by observing Spaulding's dirty skirt.
 - C. by banging on the floor with his cane.
 - D. by measuring the distance between the shop and the bank.
3. **In Scene 3, Holmes says, "An expensive joke, if so. They paid [Wilson] handsomely for his eight weeks of scribbling." Context clues reveal that to pay someone handsomely is to**
 - A. pay them very little.
 - B. pay them a lot.
 - C. not pay them at all.
 - D. not pay them on time.
4. **Which lines help establish the time period during which the play takes place? Choose TWO.**
 - A. **Holmes:** The dark, yes! We'll need a lantern too. Good thinking, Watson.
 - B. **SD1:** The men walk into the shop.
 - C. **SD3:** Holmes and Watson walk down a cobblestone street. Clipping hooves and other street noises can be heard in the background.
 - D. **SD1:** The lights fade again. When the lights come up, the scene has changed to Duncan Ross's office.
5. **In Scene 3, Holmes says, "Interesting, Watson, is it not, that she led her employer to a position where he's paid a fortune for doing nothing while she willingly works for half pay?" This line helps the reader understand that Holmes**
 - A. doesn't believe Wilson's story.
 - B. is suspicious of Spaulding.
 - C. admires Spaulding's generosity.
 - D. believes Spaulding is innocent.
6. **Which of the following are themes of the play? Choose TWO.**
 - A. There are two sides to every story.
 - B. People are generally trustworthy.
 - C. An offer that seems too good to be true often is.
 - D. People are not always who they appear to be.

Name: _____

Constructed-Response Questions

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

7. A foil is a character whose primary purpose is to provide a contrast to another character, for the purpose of illuminating that other character's traits. In the play, Watson is a foil to Holmes. What traits in Holmes does Watson illuminate? Explain.
8. What clues does the playwright give that Victoria Spaulding is not who she seems to be?

Name: _____

Sherlock Holmes and the Mystery of the Red-Headed League Quiz

Directions: Read the play. Then answer the questions below.

1. Which of the following lines from Scene 1 help you understand that Holmes enjoys his job as a detective very much? Choose TWO.
 - A. **Holmes:** My mind craves a puzzle, Mrs. Hudson.
 - B. **Wilson:** Are you Sherlock Holmes, the famous detective?
 - C. **Holmes:** Do you suspect foul play?
 - D. **Holmes:** I shall go mad with boredom! Watson, tell me there is news of some shocking crime.
2. In Scene 3, Holmes walks around Wilson's shop banging his cane on the floor. Why does he do this?
 - A. to help confirm his theory that Victoria Spaulding is digging a hole under the shop
 - B. to figure out whether the floor is safe to walk on
 - C. to try to get Watson's attention
 - D. to bother Spaulding while she works
3. In Scene 3, Holmes says, "An expensive joke, if so. They paid [Wilson] handsomely for his eight weeks of scribbling." Context clues reveal that to pay someone handsomely is to
 - A. pay them very little.
 - B. pay them a lot.
 - C. not pay them at all.
 - D. not pay them on time.
4. The play is set in London in 1890. Which of the following lines help establish this time period? Choose TWO.
 - A. **Holmes:** The dark, yes! We'll need a lantern too. Good thinking, Watson.
 - B. **SD1:** The men walk into the shop.
 - C. **SD3:** Holmes and Watson walk down a cobblestone street. Clipping hooves and other street noises can be heard in the background.
 - D. **SD1:** The lights fade again. When the lights come up, the scene has changed to Duncan Ross's office.
5. In Scene 3, Holmes says, "Interesting, Watson, is it not, that she led her employer to a position where he's paid a fortune for doing nothing while she willingly works for half pay?" This line shows that Holmes
 - A. doesn't believe Wilson's story.
 - B. thinks Spaulding is hiding something.
 - C. admires Spaulding's generosity.
 - D. believes Spaulding is innocent.
6. Which ideas are developed in the play? Choose TWO.
 - A. There are two sides to every story.
 - B. People are generally trustworthy.
 - C. An offer that seems too good to be true often is.
 - D. No detail is unimportant when it comes to solving crimes.

Name: _____

Constructed-Response Questions

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

7. In what ways are the characters of Dr. Watson and Sherlock Holmes different from each other? Support your answer with details from the play.

8. What clues does the playwright give that Victoria Spaulding is not who she seems to be?

Name: _____

MAKING INFERENCES

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

Directions: Read *Sherlock Holmes and the Mystery of the Red-Headed League*. 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 how SD1 describes the setting in Scene 1:</p> <p>SD1: Lights rise on a cluttered parlor. Test tubes filled with mysterious liquids simmer on a small table. Books are strewn across the floor.</p>	<p>1. <i>What can you conclude about Holmes based on the description of his parlor?</i></p> <p>Holmes likely has a curious mind and is interested in science.</p>
<p>Consider these lines from Scene 1:</p> <p>Wilson: My name is Jabez Wilson. I am here because someone has gone missing—someone important. You see, he made me a promise. I have looked everywhere for him, but it's as though he never even existed!</p> <p>Holmes: Do you suspect foul play?</p> <p>Wilson: I . . . I don't know. I just want what's mine.</p>	<p>2. <i>Why do you think Wilson is reporting this person as missing?</i></p>

Clues	Inference
<p>3. Find two lines that support the inference on the right.</p>	<p>Wilson does not have a lot of money.</p>
<p>Consider this interaction in Scene 3:</p> <p>Holmes (in an undertone): I can see why Mr. Wilson is so keen on getting his job back. It doesn't look like his store does much business.</p> <p>Watson: How can you tell?</p> <p>Holmes (sighing): Look at the shelves, Watson.</p> <p>Watson: Oh, the dust!</p>	<p>4. What can you infer about both Holmes and Watson from this exchange?</p>
<p>5. Find an exchange that supports the inference on the right.</p>	<p>Watson is more willing to see the good in people and give them the benefit of the doubt than Holmes is.</p>
<p>Consider how Watson reacts when Mr. Merryweather opens the vault in Scene 4:</p> <p>SD1: There is a series of clicks and whirs as Merryweather turns the lock, followed by the groaning of hinges as the great door swings open.</p> <p>SD2: Watson lets out a low whistle.</p> <p>Merryweather: Yes. Of all the banks in England, we have the most gold.</p>	<p>6. Why does Watson whistle?</p>

CHOICE BOARD

SHERLOCK HOLMES AND THE MYSTERY OF THE RED-HEADED LEAGUE

Jones, Merryweather, Holmes, and Watson are giving a press conference about the case. (A press conference is where someone speaks to reporters about a news event and then answers their questions.) Write the scene of that press conference in the form of a written script or video.

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

Imagine you're a play critic who has just watched a performance of *Sherlock Holmes and the Mystery of the Red-Headed League* on Broadway. Write a review of the play. Include a summary of the plot; information about the set, props, and characters (their speech, appearance, interactions); and what an audience might learn from the play. Finally, would you recommend the play to potential audience members? How many stars would you give it? Thumbs up/down? Get creative!

With at least one classmate, go to Scope Online to read [Sherlock Holmes and the Midnight Killer](#) and its pairing, "How to Think Like Sherlock." Choose one skill mentioned in the pairing and explain how Holmes uses that skill to solve the mystery of the Red-Headed League.

Convert a scene, more than one scene, or the whole play into a short story. You can set it in the same time and place or choose another setting.

Holmes Contest

Jones, Merryweather, Holmes, and Watson are giving a press conference about the case. (A press conference is where someone speaks to reporters about a news event and then answers their questions.) Write the scene of that press conference in the form of a written script or video. Send it to Holmes Contest. Three winners will each get *The Thief Knot* by Kate Milford.

Entries will be judged on:

- ✓ creativity
- ✓ strength of character development
- ✓ 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

ENTRIES MUST BE RECEIVED BY April 19, 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

"Did You Use the GPS on Your Phone Today?"

- equipped** (ih-KWIPT) *adjective*; *Equipped* is the adjective form of the verb *equip*, which means "to provide with necessary equipment or supplies." Someone who loves to bake may have a fully equipped kitchen, with many pans and bowls. Most laptops are equipped with a camera.

Equipped can also mean "to be prepared for a particular situation or task" as in, "It was a big game—but Tia was equipped to handle the pressure."

- forge** (fawrj) *verb*; To *forge* is to shape metal by heating and hammering it. A blacksmith might forge a piece of iron into a hook.

Forge can also mean to form or create anything new. You might, for example, forge new friendships at summer camp.

- herculean** (hur-kyoo-LEE-uhn) *adjective*; In Roman mythology, Hercules (HUR-kyuh-leez) is a demigod who possesses exceptional strength. A herculean task is one that requires great strength, courage, or effort—a task you need to be as strong as Hercules to achieve. Firefighters might make a herculean effort to put out a rapidly spreading wildfire.

- navigation** (nav-ih-GEY-shuhn) *noun*; To *navigate* (NAV-ih-geyt) is to find the way to get to a place when you are traveling. If your friend's mom asks you to navigate while she drives you home, she wants you to tell her what roads to take to get to your house. Navigation is the act or process of navigating.

- usher** (UH-shur) *noun or verb*; As a noun, *usher* refers to a person who leads people to their seats at an event such as a concert, play, or religious service.

As a verb, *usher* means "to lead someone or something to a place." At the doctor's office, a nurse might usher you to the exam room. *Usher in* means "to celebrate the beginning of something." Many people have parties on December 31 to usher in the new year.

- venture** (VEN-chur) *noun or verb*; To *venture* is to dare to do something or go somewhere that may be dangerous or risky, as in "Tim nervously ventured out onto the ice."

As a noun, *venture* refers to a risky or daring task or undertaking, as in "The film documented Alex's mountain-climbing ventures."

Name: _____ Date: _____

Vocabulary Practice

"Did You Use the GPS on Your Phone Today?"

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

WORD BANKequip usher
herculean navigation

1. The _____ seated them in the front row of the theater.
2. I moved the heavy couch from one side of the living room to the other all by myself. It was a _____ task.
3. The park's visitor center provides helpful _____ tools for hikers, such as compasses and maps.

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

4. **equipped**
a. supplied with
b. lacking in
5. **venture**
a. hold back
b. take a chance
6. **forge**
a. form
b. ruin

Name: _____

Close-Reading Questions

“Did You Use the GPS on Your Phone Today?”

1. How does author Mackenzie Carro characterize the 1950s and '60s era? (setting)
2. How have computers changed since the 1930s? (compare and contrast)
3. West says, "The state that had looked down at me was now looking up at me, or at least looking me in the eye, and saying, 'Thank you.'" In your own words, explain what West means. (interpreting text, key ideas and details)

Name: _____

Critical-Thinking Questions

“Did You Use the GPS on Your Phone Today?” and “5 Ways GPS Is Changing the World”

1. A trailblazer is a pioneer or leader—usually someone willing to take risks or do something never done before. What makes West a trailblazer?

2. Evaluate the navigational tools mentioned in the slideshow and article and determine the pros and cons of each.

3. What would life be like without GPS?

4. Consider the military's decision to move GPS from a classified technology to a declassified one. How did its intentions for GPS technology change?

5. What does Carro's article reveal about who West is as a person? Name three character traits you think West possesses.

Teachers, read this first:

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: _____

GLADYS WEST’S POSTAGE STAMP

The United States Postal Service has honored many great Americans by creating stamps in their honor. Read “Did You Use the GPS on Your Phone Today?” and “5 Ways GPS Is Changing the World.” Then complete this activity to help you plan a proposal for a stamp made in Gladys West’s honor.

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

1

What are Gladys West's extraordinary contributions to her field(s) of expertise?

2

How has West's work impacted the lives of people around the world?

3 What challenges did West overcome in her life?

4 What are West's most inspiring character traits?

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “Did You Use the GPS on Your Phone Today?” and “5 Ways GPS Is Changing the World” from the March issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article is to _____, whereas the main purpose of the informational text is to _____.**
 - A. compare computers from different eras; show how GPS makes the world safer
 - B. encourage readers to enter STEM fields; raise awareness about dangers rhinos face
 - C. introduce a mathematician who helped invent GPS; explore the impact GPS has had on our world
 - D. detail the history of NASA; explain how meteorologists use GPS
2. **Most of the article’s photos, along with the “What to Know” box, are included to help readers understand**
 - A. farm life in Sutherland, Virginia.
 - B. Jim Crow laws.
 - C. technology involved in GPS.
 - D. Ronald Reagan’s presidency.
3. **Author Mackenzie Carro writes of West’s time at Dahlgren, “She spent her days poring over this data.” Based on context clues, which is the definition of *poring over*?**
 - A. to read, study, or examine something carefully and attentively
 - B. to wait for someone or something with great anticipation
 - C. to be unable to think of or remember
 - D. to examine something quickly and not thoroughly
4. **Which line from the article best highlights West’s dedication?**
 - A. “It became West’s job to figure out how to program the giant machine.”
 - B. “She analyzed the orbits of far-off planets, like Pluto and Neptune.”
 - C. “Much of the work that West did throughout her career was classified, which means it was secret.”
 - D. “West worked tirelessly, sometimes through the night.”
5. **Information about NASA’s early space flights would best fit into which section of the article?**
 - A. “Big Dreams”
 - B. “A Whole New World”
 - C. “Inspiring Others”
 - D. “Breaking Barriers”
6. **Which claims can be supported by information in both articles? Choose TWO.**
 - A. GPS makes navigation easier than in the past.
 - B. GPS technology will become even more accurate and reliable in the future.
 - C. Space is becoming overcrowded with satellites.
 - D. GPS does far more than simply get us from point A to point B.

Name: _____

Constructed-Response Questions

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

7. What makes Dr. West a trailblazer? Support your answer using details from the article.

8. How has GPS technology changed the world? Use details from the article and the informational text to support your answer.

Name: _____

Paired Texts Quiz

Directions: Read the paired texts “Did You Use the GPS on Your Phone Today?” and “5 Ways GPS Is Changing the World” from the March issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article “Did You Use the GPS on Your Phone Today?” is to**
 - A. entertain readers with a story about space exploration.
 - B. explore the future of GPS.
 - C. introduce readers to mathematician Dr. Gladys B. West.
 - D. convince readers to use apps like Google Earth and *Pokémon Go*.
2. **Most of the article’s photos, along with the “What to Know” box, are included to help readers understand**
 - A. farm life in Sutherland, Virginia.
 - B. Jim Crow laws.
 - C. technology involved in GPS.
 - D. Ronald Reagan’s presidency.
3. **Author Mackenzie Carro writes of West’s time at Dahlgren, “She spent her days poring over this data.” Based on context clues, what is a synonym for *poring over*?**
 - A. studying
 - B. awaiting
 - C. skimming
 - D. overlooking
4. **Carro writes that “West worked tirelessly, sometimes through the night.” This line supports the idea that West was**
 - A. courageous.
 - B. creative.
 - C. intelligent.
 - D. hardworking.
5. **Information about NASA’s early space flights would best fit into which section of the article?**
 - A. “Big Dreams”
 - B. “A Whole New World”
 - C. “Inspiring Others”
 - D. “Breaking Barriers”
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 - D. GPS does far more than simply get us from point A to point B.

Constructed-Response Questions

7. A trailblazer is a pioneer or leader—usually someone willing to take risks or do something that has never been done before. What makes West a trailblazer? Use details from the article to support your answer.

8. How has GPS technology helped make the world a safer place? Use details from the article and the informational text to support your answer.

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 "Did You Use the GPS On Your Phone Today?"

1. Reread the section "A Whole New World." Check the box next to the statement that BEST expresses the central idea of this section.

- ☐ A. NASA was created in the 1950s.
- ☐ B. Gladys West worked with satellite data at Dahlgren.
- ☐ C. Computers were a new technology in the 1950s.
- ☐ D. The 1950s were a time of great technological advancement in America.

2. Read the central idea of the section "Transforming Our World" 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:
GPS has been an extremely influential invention.

- ☐ A. "It prevents planes and ships from crashing and getting lost, aids in search-and-rescue efforts, and so much more." (p. 22)
- ☐ B. "So, that same year, President Ronald Reagan declassified GPS technology, making it available to everyone." (p. 22)
- ☐ C. "Without GPS, educational tools like Google Earth and games like *Pokémon Go* would not exist." (p. 22)

Explain your choice.

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

Central Idea:

Dr. Gladys West is _____

Detail 1: "She rose through the ranks at Dahlgren, earned the respect of her peers, and eventually became a leader, overseeing some of Dahlgren's most cutting-edge satellite projects." (p. 22)

Detail 2: "Sometimes, she was so prepared for tests that she would finish in half the time her classmates did." (p. 20)

Detail 3: "West worked tirelessly, sometimes through the night. She checked and double-checked her equations. She combed through computer code looking for errors." (p. 22)

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 "Did You Use the GPS On Your Phone Today?"

1. Read a central idea of the section "Transforming Our World" below. Check the boxes next to the THREE details that best support this central idea.

Central Idea:

The invention of GPS has had a major impact on our world.

- ☐ **A.** "It prevents planes and ships from crashing and getting lost, aids in search-and-rescue efforts, and so much more." (p. 22)
- ☐ **B.** "So, that same year, President Ronald Reagan declassified GPS technology, making it available to everyone." (p. 22)
- ☐ **C.** "Without GPS, educational tools like Google Earth and games like *Pokémon Go* would not exist." (p. 22)
- ☐ **D.** "In the coming decades, companies used GPS technology to create navigation systems for airlines and ships, then for trucks and cars, and finally, for phones." (p. 22)

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

Central Idea:

Dr. Gladys West is _____

Detail 1: "She rose through the ranks at Dahlgren, earned the respect of her peers, and eventually became a leader, overseeing some of Dahlgren's most cutting-edge satellite projects." (p. 22)

Detail 2: "Sometimes, she was so prepared for tests that she would finish in half the time her classmates did." (p. 20)

Detail 3: "West worked tirelessly, sometimes through the night." (p. 22)

CHOICE BOARD

"DID YOU USE THE GPS ON YOUR PHONE TODAY?" AND
"5 WAYS GPS IS CHANGING THE WORLD"

Imagine that the United States Postal Service wants ideas for who to feature on a new stamp. Write an essay explaining why that person should be Dr. Gladys B. West. Use information from the article and the informational text to support your ideas.

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

Imagine you have the chance to write a letter to Dr. West. What would you tell her? Here are some ideas: You could tell her why you think her work is important or what life would be like without GPS. You could share what her story made you think about or what it made you question. You could express why you consider her a trailblazer.

Write a poem inspired by Dr. West using one of the titles below, or come up with your own title.

"Helping Us Find Our Way"
"A Herculean Task"
"Looking Up"

If you want, incorporate words, phrases, lines, or quotes from the articles and/or the slideshow.

Imagine that a documentary is being made about Dr. West and it's your job to help promote it. Create a social media post that includes the documentary's title and tagline as well as some sort of artwork. (Don't forget hashtags!)

Dr. West Contest

Imagine that the United States Postal Service wants ideas for who to feature on a new stamp. Write an essay explaining why that person should be Dr. Gladys B. West. Use information from the article and the informational text to support your ideas. Send your essay to Dr. West Contest. Three winners will each get *Hidden Figures* by Margot Lee Shetterly.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of information from both texts
- ✓ 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

ENTRIES MUST BE RECEIVED BY April 19, 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: _____

SETTING

Setting is the environment in which a story takes place, including the time period, the location, the physical characteristics of the surroundings, and the social context.

Directions: Read "The Cloud." Then go back through the story and look for details that establish the setting—cues the author uses to situate you in the world of the story. We provided an example for you.

Detail that establishes setting Record words, phrases, or lines that evoke a sense of time and place—that take us there, rather than tell us.	What this detail reveals about the setting Explain what is revealed about when and where the story takes place, what it's like there, or why people might be there.
<p>- "All 793 residents of The Outpost stood together, staring at the cloud."</p>	<p>- An outpost is a small and remote camp or settlement. The name "The Outpost" suggests that the story takes place in some distant, isolated community or colony on a planet other than Earth.</p>

chart
continues



Detail that establishes setting	What this detail reveals about the setting

1. In a sentence or two, identify the setting of "The Cloud."
2. How is the setting of the story related to the plot? To the main character, Matheson?

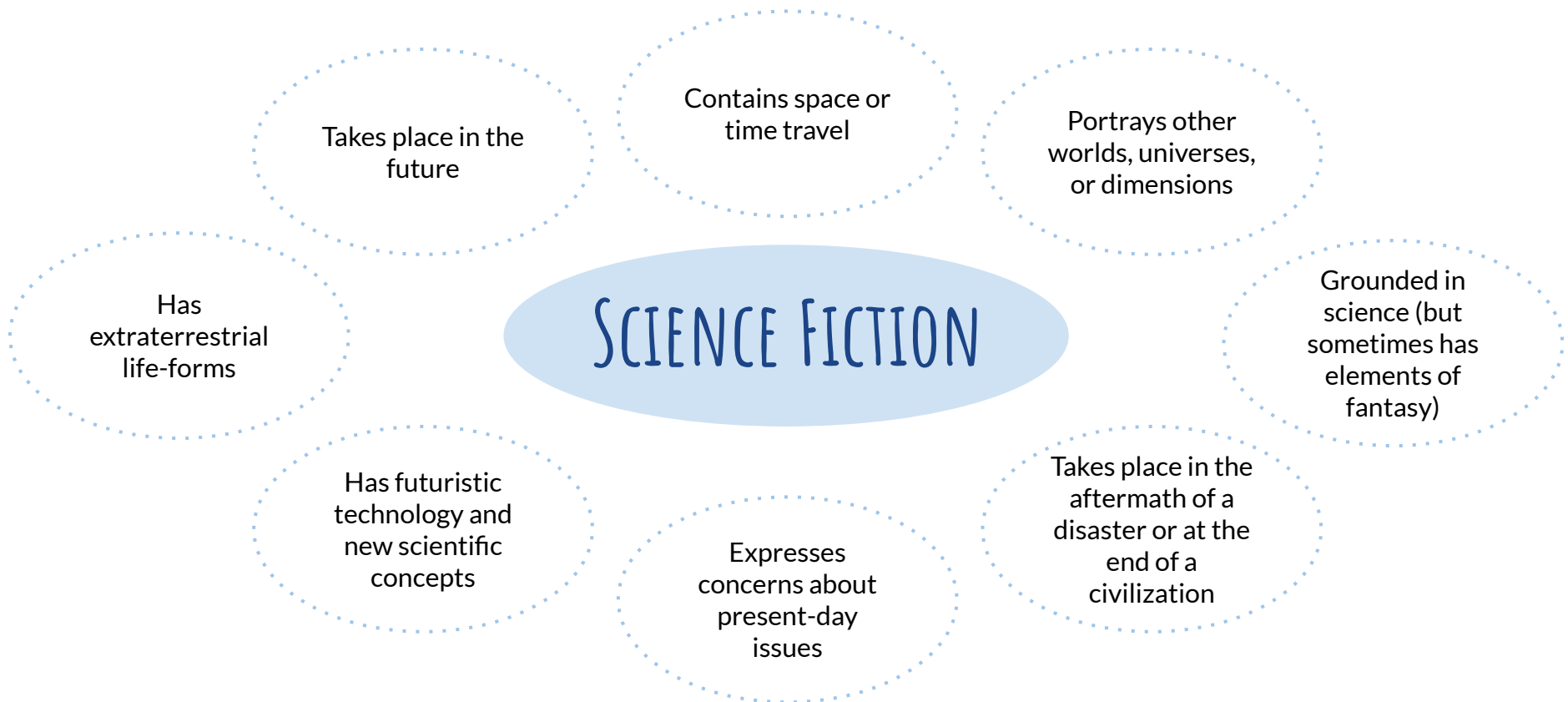
Want to write a sequel to "The Cloud"? Go to the next page for setting tips!



CREATING YOUR SCI-FI SETTING

"The Cloud" belongs to the genre of science fiction (often shortened to sci-fi). One reason sci-fi is such a beloved genre is that it transports readers to completely different worlds. The setting in a sci-fi story is not merely a backdrop for the action, but a key literary element that drives the plot, characters, and story forward.

The graphic organizer below gives some common characteristics of sci-fi stories and their settings. Place a star on characteristics present in "The Cloud." Try incorporating some of these characteristics into your sequel.



Use this activity to help you respond to the prompt that appears at the end of the story:
Write what happens next. Be sure to include details that bring the setting to life for your readers.

Name: _____

STORY PLANNER

Directions: Read "The Cloud." Then jot down ideas in this graphic organizer to help you plan your sequel. (A sequel is a continuation—a Part Two.)

→ THE SETTING ←

Where and when does the sequel take place? What details will establish this setting?

→ THE CHARACTERS ←

Who appears in your sequel? Will you introduce any new characters?

→ THE CONFLICT ←

What does Matheson learn about the cloud and what problem or challenge does he face now?

→ THE PLOT ←

Jot down ideas about what happens to create an outline
or mini-summary of the events in your story.

BEGINNING:

MIDDLE:

END:

→ THEME ←

What broader topic is your story about (for example, change, friendship, trust)?
What will your story say about that topic?

CHOICE BOARD

"THE CLOUD"

Make a short video that gives other kids a preview of the story you just read. Optionally, include music to give your audience an idea of the mood of the story.

Imagine that "The Cloud" is being turned into a full-length book and it's your job to design the book jacket. Book jackets typically include title/subtitle, author name, illustration, brief summary (without giving away the ending!), and quotes from people endorsing the book.

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

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

Write what happens next. Be sure to include details that bring the setting to life for your readers.

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

Write your own original sci-fi story. Be sure to include details that establish the setting for your reader. Choose from one of the titles below or come up with your own.

Possible titles:

"The Edge of the Orb"
"Beneath Seven Moons"
"2346: The Habitat"
"Storms of Xeno"

The Cloud Contest

Write what happens next. Be sure to include details that bring the setting to life for your readers. Send your work to The Cloud Contest. Three winners will each get *Greystone Secrets 2: The Deceivers* by Margaret Peterson Haddix.

Entries will be judged on:

- ✓ creativity
- ✓ strength of setting
- ✓ 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

ENTRIES MUST BE RECEIVED BY April 19, 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

"How to Save a Baby Puffin"

- 1. burrow (BUR-oh)** *noun or verb*; A burrow is a hole or tunnel dug in the ground by a small animal, such as a rabbit. A burrow provides a place for an animal to store food, sleep, survive extreme temperatures, and protect itself and its young from predators.

As a verb, *burrow* means "to dig a hole or tunnel in the ground," as in, "A rabbit had burrowed into the side of the hill."
- 2. excessive (ik-SES-iv)** *adjective*; Something that is excessive goes beyond what is necessary, normal, or desirable. If you eat an excessive amount of candy, you might get a stomachache. A football player might get a penalty for unsportsmanlike conduct if his end-zone celebration is excessive.
- 3. obscure (uhb-SKYOOR)** *adjective or verb*; As an adjective, *obscure* can mean "not easy to see; faint." You might not notice obscure markings on a cave wall. *Obscure* can also mean "not easy to understand." You might find a poem's meaning to be obscure. *Obscure* can also mean "not well-known." If you like obscure music, you like music most people have never heard of.

As a verb, *obscure* means "to cover or hide something." Clouds can obscure the moon.
- 4. peril (PEHR-uhl)** *noun*; As used in the article, *peril* means "the state of being in serious and immediate danger." Rescue workers often put their lives in peril to help save others. (When used in this way, *peril* is often preceded by in.)

Name: _____ Date: _____

Vocabulary Practice

"How to Save a Baby Puffin"

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

WORD BANKburrowed excessive
peril obscure

1. "This stew is terrible!" Becky complained. "It has an _____ amount of salt."
2. The mother turtle _____ into the sand to lay her eggs out of harm's way.
3. The powerful storm put the ship in _____.
4. Liza knew the man's hat would _____ her view of the stage, so she moved to a different seat.

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

4. **obscure**
A. hidden
B. clear
5. **excessive**
A. too much
B. not enough
6. **peril**
A. danger
B. protection
7. **burrow**
A. fill
B. dig

Name: _____

Constructing a Response

Directions: Read "How to Save a Baby Puffin" 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:

Why is light pollution harmful to seabirds?

Step 1: Write your claim.

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

Light pollution is harmful to seabirds because . . .

Step 2: Provide text evidence with commentary.

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

Detail 1:

Sentence explaining how this detail supports my claim:

Detail 2:

Sentence explaining how this detail supports my claim:

Step 3: Write a conclusion.

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

Now it's time to put it all together. And guess what? You've already done the hardest part: 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: _____

“How to Save a Baby Puffin” Quiz

Directions: Read “How to Save a Baby Puffin.” Then answer the questions below.

1. Which of the following best describes the purpose of this article?
 - A. to inform readers of volunteer opportunities for kids to help wildlife
 - B. to persuade readers to join the Puffin Patrol
 - C. to inform readers about a problem facing puffins and what can be done to help solve it
 - D. to describe the job of a wildlife biologist
2. The author writes, “This excessive use of artificial light is what’s known as light pollution.” *Excessive* means
 - A. likely to cause injury, harm, or loss.
 - B. causing surprise, horror, or disgust.
 - C. behaving in a way that is expected.
 - D. more than what is usual, normal, or proper.
3. From the article, you can infer that light pollution _____. Choose TWO.
 - A. occurs in many parts of the world
 - B. occurs only in Newfoundland, Canada
 - C. affects puffins worse than any other animals
 - D. was not a problem before the invention of electric lights
4. According to the article, how does light pollution affect puffins?
 - A. It can confuse adult puffins, causing them to wander into towns where they are in danger of being killed by cars and cats.
 - B. It can confuse baby puffins that use the light of the moon and stars to find their way to the ocean, causing the pufflings to get lost.
 - C. It can interfere with pufflings’ ability to dive for food.
 - D. It can cause adult puffins to abandon their nests.
5. Which best describes the work of the Puffin Patrol?
 - A. capturing pufflings so that scientists can evaluate their health
 - B. advocating for legislation that controls light pollution
 - C. rescuing lost pufflings and releasing them at sea
 - D. encouraging homeowners to use energy-efficient lightbulbs
6. Which section of the article provides readers with actions they can take to help wildlife affected by light pollution?
 - A. the introduction
 - B. “Puffins in Peril”
 - C. “The Problem”
 - D. “The Solution”

Name: _____

Constructed-Response Question

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

7. Explain what light pollution is and how reducing light pollution can help wildlife. Use text evidence.

Name: _____

“How to Save a Baby Puffin” Quiz

Directions: Read “How to Save a Baby Puffin.” Then answer the questions below.

1. Which of the following best describes the purpose of this article?
 - A. to inform readers about where they can volunteer to help wildlife
 - B. to persuade readers to join the Puffin Patrol
 - C. to inform readers about a problem facing puffins and what is being done to help solve it
 - D. to describe the job of a wildlife biologist
2. The author writes, “This excessive use of artificial light is what’s known as light pollution.” *Excessive* means
 - A. dangerous.
 - B. surprising.
 - C. expected.
 - D. more than necessary or normal.
3. From the article, you can infer that light pollution _____. Choose TWO.
 - A. occurs in many parts of the world
 - B. occurs only in Newfoundland, Canada
 - C. affects puffins worse than any other animals
 - D. was not a problem before the invention of electric lights
4. According to the article, how does light pollution affect puffins?
 - A. It can cause adult puffins to get lost.
 - B. It can cause baby puffins to get lost.
 - C. It can affect pufflings’ ability to swim.
 - D. It can cause adult puffins to abandon their nests.
5. Which of the following best describes the work of the Puffin Patrol?
 - A. catching pufflings so that scientists can evaluate their health
 - B. working to get laws passed that will control light pollution
 - C. rescuing lost pufflings and releasing them at sea
 - D. encouraging people to use energy-efficient light bulbs
6. Which section of the article suggests ways that readers can help reduce light pollution?
 - A. the introduction
 - B. “Puffins in Peril”
 - C. “The Problem”
 - D. “The Solution”

Name: _____

Constructed-Response Question

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

7. Explain what light pollution is and how reducing light pollution can help wildlife. Use text evidence.

Name: _____

YOU WRITE IT

Read the interview "Delivering Kindness." Then complete
this activity to turn the interview into
an article.

1. The headline “Delivering Kindness” gives you a clue about the central idea of the interview and what the central idea of your article should be. **Write the central idea, in your own words, as a complete sentence.**

2. Rewrite each question and answer pair in the boxes below. Write from the third-person point of view (using *he*, *she*, or *they*—never *I* or *we*). Paraphrase—that is, rewrite in your own words—what Nolan says. We did the first pair for you.

Q-and-A No. 1:

Nolan, 17, started a free grocery delivery service called Grocery Grab in San Diego County, California. The service is for senior citizens or anyone at high risk for becoming seriously ill from Covid-19.

Q-and-A No. 2:

Q-and-A No. 3:

Q-and-A Nos. 4:

Q-and-A No. 5 and 6:

Q-and-A No. 7:

3. Choose two things that Nolan said in the interview to use as direct quotes in your article. A direct quote is another person's exact words. When you include direct quotes in your article, put them in quotation marks. Make it clear who is saying them. Here are two examples of how to do that:

1. "Many people feel isolated right now, especially senior citizens," says Nolan. "So it's crucial that we try to connect with them."

2. Nolan says, "It's nice to catch up with people and check in on them."

Direct Quote 1:

Direct Quote 2:

4. Now it's time to put it all together. Write your three-paragraph article in your own document, following the guidelines below.

Opening Paragraph:

- Your first sentence should be a hook—that is, it should grab the reader's attention. One option is to state something that is surprising, interesting, or moving. What detail did you find most interesting from the interview?
- Let readers know what the article is going to be about. In other words, present the central idea of the article.

Body Paragraph:

- Explain to your readers who Nolan is and what his Grocery Grab service does, using information from the question-and-answer pairs you summarized in Step 2.
- Summarize the most important ideas presented in the interview. Each idea you include should support the central idea that you wrote in Step 1.
- Don't forget to include the direct quotes you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

WRITING TIPS

- Use transition words and phrases so your ideas flow smoothly from one to the next.
- Vary the lengths and structures of your sentences to keep your writing lively.
- Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft. Proofread your second draft, checking for mistakes in spelling, punctuation, and grammar.

You Write It Contest

Read our interview with Nolan Mejia. Choose a central idea and write a three-paragraph article about Nolan in your own words. Be sure to use quotes from our interview. Three winners will each get a \$25 gift card and be published at Scope Online.

Entries will be judged on:

- ✓ a clear central idea and supporting evidence
- ✓ organization
- ✓ use of quotations
- ✓ 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

ENTRIES MUST BE RECEIVED BY April 19, 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: _____

PLAN YOUR ARTICLE

After reading the infographic, interview an adult about what life was like before smartphones. Then use this activity to plan an article with the title “Life Before Smartphones.” Your article can be written or it can be in the form of an audio recording or a video.

Information from the infographic

In the space below, record any information from the infographic that you might want to include in your article.

Interview Questions

In each box below, list the questions that you plan to ask in your interview.

Answers

Use the boxes below to jot down notes from your interview.
(Alternatively, you can record your interview on a device. Then you can use the boxes below to take notes or jot down quotes.)

Article Guidelines

Now it's time to start crafting your article. Use a separate piece of paper or document and follow these guidelines:

Beginning

Your first sentence should be a hook—that is, it should grab your reader's attention. Your hook can be a surprising fact, a question, or anything that will immediately engage your reader.

After your hook, present your claim—the main point that you are going to support in your essay.

Middle

Explain to your readers what life was like before smartphones, using information from both your interview and the infographic.

End

Conclude your article with a strong sentence that will give your readers something to think about.

Writing Tips

Use transition words and phrases so your ideas flow smoothly from one to the next.

Vary the length and structure of your sentences to keep your writing lively.

Make sure the information you provide supports your central claim.

Read your first draft carefully. Is there anything you could express more clearly or in a more interesting way? Incorporate any changes into your second draft.

Proofread your second draft, checking for incorrect spelling, as well as punctuation and grammar errors.

Before Smartphones Contest

Interview an adult about what life was like before smartphones. Then use information from your interview as well as the infographic to write an article with the title "Life Before Smartphones." Your article can be written or it can be in the form of an audio recording or a video. Send your entry to Before Smartphones Contest. Three winners will each get a \$25 gift card.

Entries will be judged on:

- ✓ a central claim
- ✓ organization
- ✓ use of information from the infographic
- ✓ 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

ENTRIES MUST BE RECEIVED BY April 19, 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.*