

# → ALL ACTIVITIES PREVIEW ←

HI TEACHERS!

This PDF contains a preview of all the skill-building activities that come with this issue of *Scope*. 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 Resources Tab.

Enjoy!

THE SCOPE TEAM

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

## Your or You're?

*Your* and *You're* are often confused and misused. Here's what you need to know to use them correctly:

**YOUR** is a possessive that indicates ownership.

**Examples:**

"Can I borrow your pencil?" Henry asked Raj.  
It's your turn to wash the dishes tonight.

**YOU'RE** is a contraction of "you are."

**Examples:**

"After you're finished with soccer practice, let's go out for pizza," Aunt Elise said.  
"You're the best!" I exclaimed. "I love pizza!"

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.  
If the sentence makes sense, *you're* is the right choice. If it does not, *your* is correct.

**Directions:** Choose the correct sentence in each group below.

- |  |   |
|--|---|
| 1. <b>A.</b> Your going to have to move your bike because it's blocking the exit   | 2. <b>A.</b> "You're taking your brother to the park after school, right?" Mom asked. |
| <b>B.</b> Your going to have to move you're bike because it's blocking the exit.   | <b>B.</b> "Your taking your brother to the park after school, right?" Mom asked.      |
| <b>C.</b> You're going to have to move your bike because it's blocking the exit.   | <b>C.</b> "Your taking you're brother to the park after school, right?" Mom asked.    |
| <b>D.</b> You're going to have to move you're bike because it's blocking the exit. | <b>D.</b> "You're taking you're brother to the park after school, right?" Mom asked.  |

**Directions:** Fill in each blank with *your* or *you're*. Then write your own sentence using *your* or *you're* or both.

3. "\_\_\_\_\_ making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.
4. \_\_\_\_\_ parents need to sign \_\_\_\_\_ permission slip by Friday.
5. \_\_\_\_\_
- \_\_\_\_\_

# CHOICE BOARD

## "LOST IN THE WOODS"

Design an infographic about dogs' acute sense of smell. Use information from the article.

Write a fictional story about someone who gets lost in the wilderness and the search-and-rescue dog sent to find that person.

Imagine that a new TV show is being made about search-and-rescue dogs. Create a trailer for the new show.

A facility that trains search-and-rescue dogs is looking to hire a new trainer. Make a list of five qualities the ideal candidate should have and why.

After reading the article, watch the "Beyond the Story" video about SAR dogs at Scope Online. Then explain why dogs are uniquely qualified for SAR work. Your response can be in the form of an essay, a video, or an infographic.

*\*This is the contest prompt that appears at the end of the story.*

The article mentions several other jobs that dogs do besides search and rescue. Choose one of these jobs to research. Present your findings in a slideshow.

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

# Vocabulary

## “Lost in the Woods”

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

1. **acute** (uh-KYOOT) *adjective*; As it is used in the article, *acute* means “very strong or sensitive; highly developed.” Bald eagles have an acute sense of sight—they can see at least three times farther than humans.
2. **deploy** (dih-PLOI) *verb*; To deploy people or things is to send them out for a particular purpose. A car airbag might be deployed during a collision. Volunteers might be deployed to a community to help people after a natural disaster.
3. **disoriented** (dis-AWR-ee-en-tid) *adjective*; If someone is disoriented, they’ve lost their sense of direction or feel generally confused. If you forget to set your alarm clock, you might feel disoriented when you wake up and it’s lighter outside than it usually is. On a hiking trail with many forks and turns, you might become disoriented and need to check a map.
4. **elite** (ih-LEET) *adjective*; As it is used in the article, *elite* means “the best or highest in quality.” Only elite athletes qualify for the Olympics. Elite music schools are difficult to get into.
5. **emit** (ee-MIT) *verb*; To emit is to send out from a source. An air conditioner emits cold air. The screen on your cell phone emits light when it’s turned on. You might emit a squeal of delight if you were to meet your favorite actor.
6. **innate** (ih-NEYT) *adjective*; Something that is innate to a person or an animal has not been taught to them; it has existed naturally in them since birth. Pulling your hand away from something hot is an innate behavior. Spiders have an innate ability to spin webs. If your friend always looks stylish without putting any effort into it, you might say he has an innate sense of style.
7. **unfazed** (uhn-FEYZD) *adjective*; *Unfazed* means “not worried, bothered, or shocked by something.” Giving a presentation in front of the whole class is nerve-racking to some students, but other students are unfazed by it.

**Directions:** In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

# Vocabulary Practice

## "Lost in the Woods"

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

1. The refrigerator has been **deploying/emitting** strange noises all week, so my parents called a repair person.
2. Carl is always so kind; he has **an innate/a disoriented** ability to make everyone feel welcome and at ease.
3. My brother has an **acute/unfazed** sense of smell. He is always smelling things that the rest of our family doesn't notice.
4. After training for 10 years, Tom was thrilled when he made it onto one of the most **elite/disoriented** gymnastics teams in the nation.

**Directions:** Choose the best answer choice.

5. Which rule for playing the piñata game is meant to make you disoriented?
  - A. If you're waiting in line, stand at least 10 feet from the piñata.
  - B. Blindfold the person holding the stick and spin them around several times.
6. Which sentence uses *deploy* correctly?
  - A. The university deployed two scientists to the jungle to study the problem.
  - B. I deployed a peanut butter and jelly sandwich for lunch.
7. Which dog is unfazed by Lucky the cat?
  - A. Pickles the poodle, who lounges lazily in the sun as he watches Lucky walk by
  - B. Bo the bulldog, who barks and jumps around wildly every time he sees Lucky

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

## Close-Reading Questions

### "Lost in the Woods"

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1. What mood does author Lauren Tarshis create in the introduction? How does this mood help draw the reader into the article? (mood, author's craft)
2. What does the section "Extraordinary Powers" contribute to the article? (text structure)
3. What idea is supported by the details about search-and-rescue dogs in other disasters (such as the earthquake in Haiti and the hurricane in Puerto Rico)? (author's purpose)

4. What can the reader conclude from the information in the text feature “Dogs on the Job”? (text feature)
5. What are some examples of figurative language—such as simile, metaphor, personification, and imagery—in the article? How does the figurative language affect the reading experience? (author’s craft, figurative language)
6. How does the author create suspense throughout the article? (mood, author’s craft)

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## Critical-Thinking Question

### “Lost in the Woods”

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1. Imagine that the editor wants to turn this article into a longer piece—the length of a chapter in a book. What additional information should be included?

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

# Video Discussion Questions

## "Beyond the Story: Into the World of Search-and-Rescue Dogs"

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1. How are search dogs portrayed in the video? Consider the narration, music, and visuals.
2. According to the video, how are urban disaster search dogs different from wilderness search dogs?
3. In the video, Denise Sanders says that SDF has a 100-percent success rate, even if a dog doesn't graduate from the program to become an urban disaster search dog. What does she mean?

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## Exploring Mood

### "Lost in the Woods"

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

**Directions:** In this activity you will explore how author Lauren Tarshis creates mood in the introduction of her article "Lost in the Woods."

#### The Weather

1. How does Tarshis describe the weather? Record the words and phrases she uses below:

#### The Woods

2. How does Tarshis describe the forest itself? Record the words and phrases she uses below:

**Simile**

**3.** Find an example of a simile  
(the comparison of two things using  
*like* or *as*).

**Personification**

**4.** Find an example of personification  
(giving human qualities to something  
that is non-human).

**Imagery**

**5.** Find two examples of imagery—language  
that portrays experiences of the five senses.

**The Emotional Effect**

**6.** Tarshis uses the techniques you explored in questions 1-5 to heighten 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: \_\_\_\_\_ Date: \_\_\_\_\_

## Read, Think, Explain

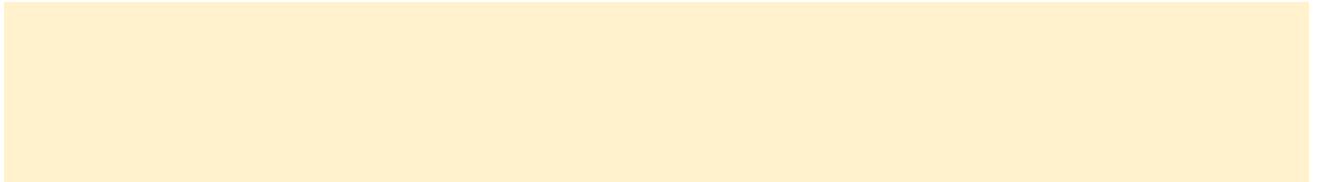
### Identifying Nonfiction Elements

Use this activity with "Lost in the Woods." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

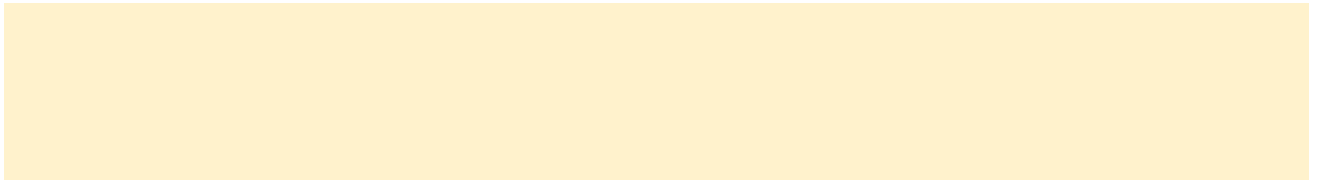
#### Before Reading

##### Text Features, Mood, Tone


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




2. What does the timeline on pages 6-8 help readers understand?



3. The infographic on page 8 further supports information in which section of the article?



4. Consider the subheadings throughout the article, along with the **text features** you explored in questions 1-3. What **tone** (the author's attitude toward the topic) is expressed through the words and details included in these text features?



## During Reading

### Mood, Text Structure

5. In the introduction, the author describes the forest near Ali's house and Ali and Sammie's sleepover plans. She also explains that Ali's mom was comfortable with letting the girls explore the forest by themselves.

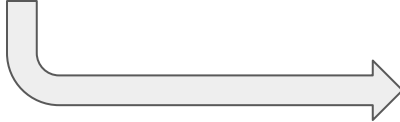
Later, the author later writes this about Ali's mom: "The swiftly darkening woods swallowed her words."

The line above changes the mood of the section from

a. anxious to peaceful.

b. calm to suspenseful.

c. gloomy to cheerful.



**Mood** is the feeling the reader gets from a piece of writing.


6. In the section "Nose to the Ground," the author uses a sequence-of-events **text structure**.

Which of the following words and phrases in the section help you identify this text structure?

a. "cold, wet, and frightened," "walking in circles," and "snug in her bed"

b. "But finally," "Two hours into their search," "Then," "As the hours crept by," and "An hour after"

c. "Zigzagging through the mud," "jumped over roots," and "wanted to leave"

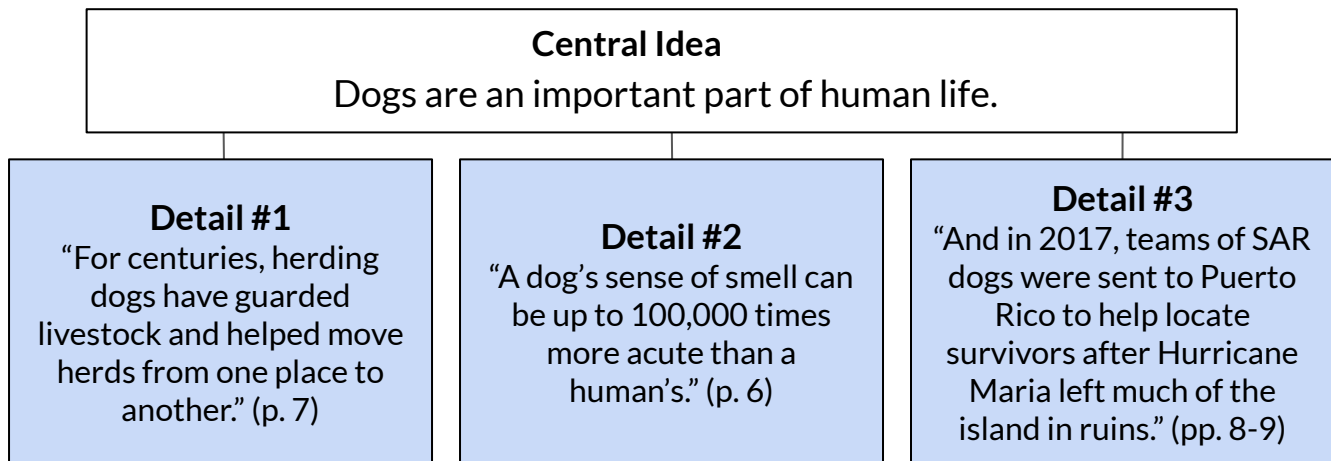


**Text structure** is the term for how an author organizes information.

## After Reading

### Central Ideas/Details and Objective Summary

7. A. Below is a **central idea** of "Lost in the Woods" 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.

8. An **objective summary** is a short statement or paragraph that tells what an article is about. Draw a line through the three sentences below that should definitely NOT be included in an objective summary of "Lost in the Woods."
- a. Nearly 100 police officers and volunteers began searching the woods for the girls.
  - b. Dogs were mummified in ancient Egypt.
  - c. Maddee's trainer introduced Maddee to the girls' scents using some of their belongings.
  - d. Five years ago in Washington state, Sammie Wartchow and Ali Ferry, both 10, got lost during what was supposed to be a quick hike through woods near where they lived.
  - e. A student hears dozens of different sounds at once upon entering a school building.
  - f. I think I would make a great SAR dog trainer.

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

## Read, Think, Explain

### Identifying Nonfiction Elements

Use this activity with "Lost in the Woods." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

#### Before Reading

##### Text Features, Mood, Tone

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

2. What does the timeline on pages 6-8 help readers understand?

3. The infographic on page 8 further supports information in which section of the article?

4. Consider the subheadings throughout the article along with the **text features** you explored in questions 1-3. What **tone** (the author's attitude toward the topic) is expressed through the words and details included in these text features?

## During Reading

### Text Structure, Mood

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

6. A. Place a checkmark on the statement that BEST describes the **text structure** (the way the author organizes the information) in the section "Nose to the Ground."

The author gives a chronological account of Maddee's rescue of Ali and Sammie.

The author describes the job of an SAR dog and explains why dogs are well suited for this line of work.

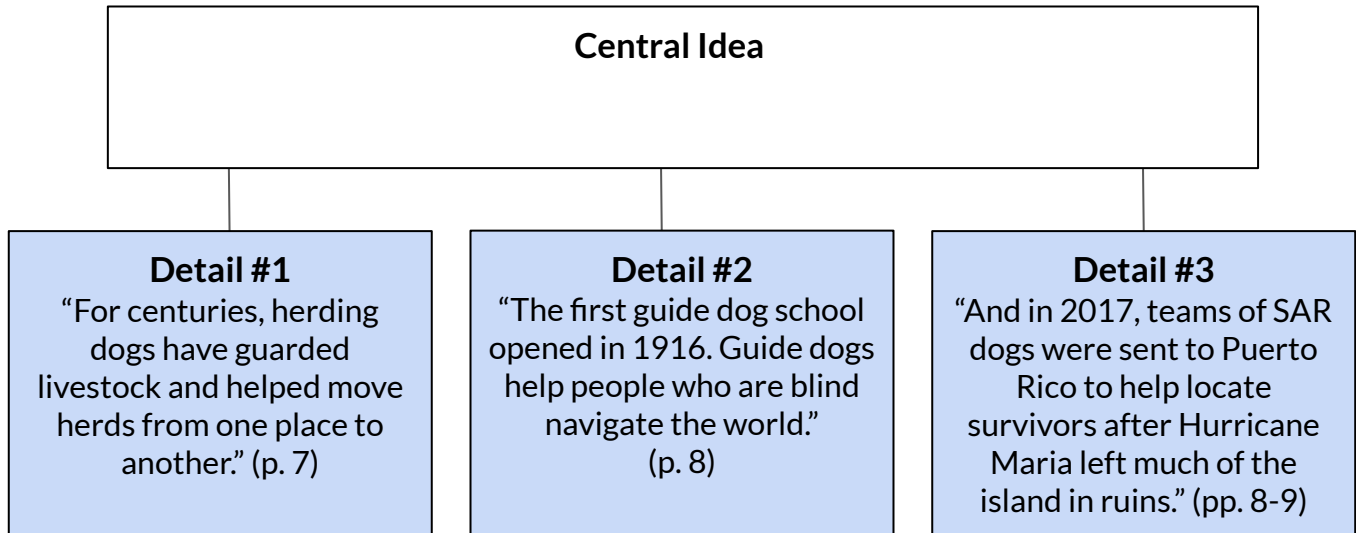
The author compares the skills of an SAR dog with the skills of a human searcher.

- B. Explain how you know.

## After Reading

### Central Ideas and Details, Objective Summary

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.



8. Write an **objective summary** of "Lost in the Woods." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

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

## Summarizing

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

**Directions:** Answer the questions to help you write an objective summary of "Lost in the Woods."

1. Who or what is the article mainly about?

2. What significant event does the article describe?

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

4. What was done to solve the problem?

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

**Directions:** Your turn! Write an objective summary of "Lost in the Woods." 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 "Lost in the Woods"

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

## 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:** Organize the sentences below to create an objective summary of "Lost in the Woods." You can cut them into strips and rearrange them, or place numbers next to the sentences. There are three sentences you should NOT use in your summary, because they are irrelevant or opinions. You can discard these strips or place an X next to the sentence.

Nearly 100 police officers and volunteers began searching the woods for the girls.

☐

Dogs were mummified in ancient Egypt.

☐

Five hours into the search, a golden retriever named Maddee, a trained search-and-rescue (SAR) dog, was deployed to search for the girls.

☐

Maddee's trainer had introduced Maddee to the girls' scents using some of their belongings.

☐

Two hours later, Maddee found the girls—who were scared but safe—and they were reunited with their families.

☐

The girls' parents were very worried because night was falling, a storm was coming in, and the forest was home to bears and cougars.

☐

Five years ago in Issaquah, Washington, Sammie Wartchow and Ali Ferry, both 10, got lost during what was supposed to be a quick hike through woods near where they lived.

☐

A student hears dozens of different sounds at once upon entering the school building.

☐

I think I would make a great SAR dog trainer.

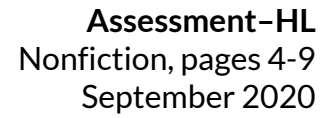
☐

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

## “Lost in the Woods” Quiz

Directions: Read “Lost in the Woods.” Then answer the questions below.

1. On page 6, author Lauren Tarshis writes, “Flashlights punctuated the darkness like giant fireflies.” This line contains \_\_\_\_\_. (Choose TWO answers.)
  - A. a simile that compares the light of flashlights to the light of fireflies
  - B. a metaphor that describes the light of the flashlights
  - C. symbolism that emphasizes how bright the flashlights were
  - D. a simile that helps readers picture the scene of the searchers in the forest
2. In the section “Extraordinary Powers,” Tarshis’s tone could best be described as \_\_\_\_\_.
  - A. joyful
  - B. somber
  - C. impressed
  - D. judgmental
3. Which line best supports the answer you chose in question 2?
  - A. “The family gave Varney one of Ali’s shirts and a blanket that Sammie had packed for the sleepover.”
  - B. “Most amazingly, the dog would detect the smell of each individual student and teacher.”
  - C. “Castaldo compares a dog’s sense of smell to a human’s sense of hearing.”
  - D. “It’s these rafts that create a scent trail a dog can follow.”
4. On page 6, Tarshis writes, “One SAR dog can be more effective than 20 human searchers.” Which section of the article helps you understand why?
  - A. “Nose to the Ground”
  - B. “Extraordinary Powers”
  - C. the introduction
  - D. “Passing the Test”
5. Which text structure does the author use in the section “Nose to the Ground”?
  - A. description
  - B. problem and solution
  - C. sequence of events
  - D. compare and contrast
6. Which statement can be supported by information in the article?
  - A. Many people have gotten lost in Issaquah, Washington.
  - B. Ali and Sammie would not have been found without Maddee’s help.
  - C. SAR dogs make good pets.
  - D. Because of their strong sense of smell, dogs can be very effective searchers.



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

## Constructed-Response Questions

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

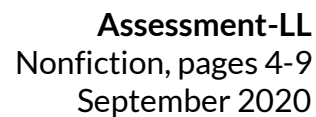
7. Describe the mood of the section “Nose to the Ground.” Explain how Tarshis creates this mood.
8. In the section “Extraordinary Powers,” Tarshis uses a compare-and-contrast structure. What does she compare and contrast? What does the comparison help you understand about dogs?

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

## “Lost in the Woods” Quiz

**Directions:** Read “Lost in the Woods.” Then answer the questions below.

1. On page 6, author Lauren Tarshis writes, “Flashlights punctuated the darkness like giant fireflies.” This line contains a simile that \_\_\_\_\_. (Choose TWO answers.)
  - A. compares the light of flashlights to the light of fireflies
  - B. tells readers that there were many fireflies in the forest
  - C. tells readers that the flashlights were not very bright
  - D. helps readers picture the scene of the searchers in the forest
  
2. In the section “Extraordinary Powers,” Tarshis’s tone, or attitude toward the subject she is writing about, could best be described as \_\_\_\_\_.
  - A. joyful
  - B. somber
  - C. impressed
  - D. judgmental
  
3. Which line best supports the answer you chose in question 2?
  - A. “The family gave Varney one of Ali’s shirts and a blanket that Sammie had packed for the sleepover.”
  - B. “Most amazingly, the dog would detect the smell of each individual student and teacher.”
  - C. “Castaldo compares a dog’s sense of smell to a human’s sense of hearing.”
  - D. “It’s these rafts that create a scent trail a dog can follow.”
  
4. The section “Extraordinary Powers” helps readers understand
  - A. that humans have better hearing than dogs.
  - B. why dogs can make such good searchers.
  - C. how Maddee was trained.
  - D. what breed of dogs make the best SAR dogs.
  
5. Which statement BEST describes the text structure of the section “Nose to the Ground”?
  - A. The author describes Ali and Sammie’s time in the woods.
  - B. The author presents the problem of the missing girls and then explains how it was solved.
  - C. The author describes the events of Ali and Sammie’s rescue in the order in which they happened.
  - D. The author compares and contrasts the humans who searched for Ali and Sammie with Maddee.
  
6. Which statement can be supported by information in the article?
  - A. Many people have gotten lost in Issaquah, Washington.
  - B. Ali and Sammie would not have been found without Maddee’s help.
  - C. SAR dogs make good pets.
  - D. Because of their strong sense of smell, dogs can be very effective searchers.



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

## Constructed-Response Questions

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

7. The mood of the section “Nose to the Ground” could be described as suspenseful. Explain how the author creates this mood.
8. In the section “Extraordinary Powers,” Tarshis uses a compare-and-contrast structure. What does she compare and contrast? What does the comparison help you understand about dogs?

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

## Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Lost in the Woods."

1. **Reread the section "Extraordinary Powers." Check the box next to the statement below that BEST expresses the central idea of this section.**

☐

A. Humans have an acute sense of hearing.

☐

B. Dogs have an exceptional sense of smell.

☐

C. Maddee's trainer, Joanne Varney, took Maddee to Ali's house before the search.

☐

D. Students hear dozens of sounds upon entering a school building.

2. **Read a central idea of the article below. Then read the lines from the article listed under it. Check the detail that does NOT support the central idea.**

**Central Idea:**  
**Dogs are an important part of human life.**

☐

A. "And in 2017, teams of SAR dogs were sent to Puerto Rico to help locate survivors after Hurricane Maria left much of the island in ruins." (pp. 8-9)

☐

B. "The first guide dog school opened in 1916. Guide dogs help people who are blind navigate the world." (p. 8)

☐

C. "For centuries, herding dogs have guarded livestock and helped move herds from one place to another." (p. 7)

☐

D. "Dogs have up to 300 million olfactory receptors—the cells that pick up scents" (p. 8)

I chose \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

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

**Central Idea:**  
**Dogs are** \_\_\_\_\_ .

**Detail 1:** "Training a search dog revolves around the dog's innate desire to play and to be rewarded." (p. 8)

**Detail 2:** "They can climb ladders, scale towers of rubble, and dig through piles of snow. Some can even search in water." (p. 8)

**Detail 3:** "The helicopter overhead made it almost impossible to hear. People were slipping and falling along the muddy trails. But Maddee was unfazed." (p. 9)

**Detail 4:** "That's because even when we've just scrubbed ourselves clean in the shower, we each emit a unique scent that a dog's supersensitive nose can recognize." (p. 7)

**Detail 5:** "One SAR dog can be more effective than 20 human searchers." (p. 6)

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

## Central Ideas and Details

A central idea of a text is one of the main points the author is making. (Sometimes a central idea is called a main idea.) A central idea can always be supported with details from the text.

**Directions:** Follow the prompts below to explore the central ideas and supporting details in "Lost in the Woods."

1. **Read a central idea of the article stated in the box below. Then check the boxes next to the THREE details that best support the central idea.**

**Central Idea:**  
**Dogs have an exceptional sense of smell.**

- ☐ A. "Dogs have up to 300 million olfactory receptors—the cells that pick up scents." (p. 8)
- ☐ B. "A dog's sense of smell can be up to 100,000 times more acute than a human's." (p. 6)
- ☐ C. "Trainers look for dogs who are smart, bold, and extremely energetic." (p. 7)
- ☐ D. "That's because even when we've just scrubbed ourselves clean in the shower, we each emit a unique scent that a dog's supersensitive nose can recognize." (p. 7)
- ☐ E. "But the process is time-consuming; it takes about 600 hours to train a SAR dog." (p. 8)

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

**Central Idea:**  
**Dogs \_\_\_\_\_.**

**Detail 1:** "And in 2017, teams of SAR dogs were sent to Puerto Rico to help locate survivors after Hurricane Maria left much of the island in ruins." (pp. 8-9)

**Detail 2:** "The first guide dog school opened in 1916. Guide dogs help people who are blind navigate the world." (p. 8)

**Detail 3:** "For centuries, herding dogs have guarded livestock and helped move herds from one place to another." (p. 7)

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

## Exploring Text Features

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

**Directions:** Answer the questions below to help you explore the text features in "Lost in the Woods."

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

2. What does the timeline on pages 6-8 help readers understand?

3. The infographic on page 8 further supports information in which section of the article?

4. Consider the subheadings throughout the article along with the text features you explored in questions 1-3. What tone (the author's attitude toward the topic) is expressed through the words and details included in these text features?

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

## Exploring Text Structures

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

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

1. The section "Extraordinary Powers" uses **compare and contrast**. What is the author comparing and contrasting? 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 and Effect

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

### Problem and Solution

Presents a problem and explains how it is solved

### Compare and Contrast

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

### Sequence of Events

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

2. A. Circle the text structure the author uses in the section "Passing the Test."

**sequence of events**

**description**

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

- 3. A.** Which text structure does the author use in the section "Nose to the Ground"?

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

# SAR Dogs Contest

After reading “Lost in the Woods,” watch the Beyond the Story video about SAR dogs at Scope Online. Then explain why dogs are uniquely qualified for search-and-rescue work. Use text evidence. Your response can be in the form of an essay, a video, or an infographic. Three winners will each get *Rescue Dogs: Ember* by Jane B. Mason and Sarah Hines-Stephens.

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

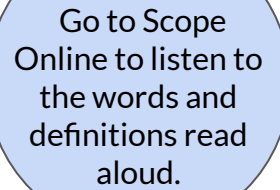
X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 20, 2020.**

\*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 and PDFs. Google docs cannot be accepted.

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

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

# Vocabulary

## "Is It Ever OK to Share Passwords?"

1. **epic** (EP-ik) *adjective or noun*; An epic is a long poem that tells the story of a legendary hero and their adventures. For example, Homer's *The Odyssey* is an epic; it tells the story of the Greek hero Odysseus and his 10-year journey home after a war. Long books and movies that tell stories about exciting adventures, like *The Lord of the Rings* series, are also called epics.

In casual language, we often use *epic* as an adjective to mean that something is amazing, impressive, or very difficult to accomplish—like the feats of a hero. After watching someone complete a difficult skateboard trick, you might say, "That was epic!" You might describe an extended fight scene between a superhero and a villain as "an epic battle."

2. **inadvertently** (in-uhd-VUHR-tnt-lee) *adverb*; The adjective *inadvertent* (in-uhd-VUR-tnt) means "not on purpose." *Inadvertently* means "not done on purpose." If you accidentally left one of your friends off of a group text, you left her off inadvertently.

3. **piracy** (PAHY-ruh-see) *noun*; Piracy is the act of attacking and robbing a ship at sea—what pirates do.

*Piracy* also refers to the act of illegally copying, sharing, or using songs, books, movies, or other products or inventions without permission.

4. **terminate** (TUR-muh-neyt) *verb*; To terminate something is to bring it to an end. You might terminate your involvement with an after-school club if it starts to bore you. Your school might terminate its contract with a food supplier if the food is not high quality.

5. **violate** (VAHY-uh-leyt) *verb*; *Violate* can mean "to do something that breaks a rule or law," as in, "Swimming after 10 p.m. violates the beach's rules."

*Violate* can also mean "to interfere with something in a rude or thoughtless way," as in, "My brother violated my privacy when he snuck into my room and read my journal."

**Directions:** In the space below, list any other words from the article whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

# Vocabulary Practice

## "Is It Ever OK to Share Passwords?"

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

1. **piracy**
  - A. buying
  - B. stealing
2. **violate**
  - A. obey
  - B. disobey
3. **epic**
  - A. ordinary
  - B. extraordinary
4. **terminate**
  - A. stop
  - B. begin
5. **inadvertently**
  - A. intentionally
  - B. accidentally

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

6. Which is a reason someone might terminate their subscription to a magazine?
  - A. The person doesn't have time to read the magazine.
  - B. The person loves the magazine and reads every issue from cover to cover.
7. Which sentence uses *inadvertently* correctly?
  - A. "Ned was done reading the magazine so he inadvertently put it in the recycling."
  - B. "Jamie inadvertently wrote the wrong address on the envelope."
8. Which would you most likely do if a friend violated your trust in keeping a secret?
  - A. Tell the friend another secret.
  - B. Stop telling the friend secrets.

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

# Write an Argument Essay

**Directions:** Read "Is It Ever OK to Share Passwords?" Complete the scavenger hunt on page 11. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

**Should Oliver share his password with Violet?**

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 letters support your opinion? What other information supports your opinion? List three supporting details in the boxes below.

**Here's an example:** If you think Oliver should share his password, one of your supporting details might be that people rarely get in serious trouble for password sharing.

1.

2.

3.

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think Oliver **SHOULD** share his password, summarize the strongest arguments against password sharing that Joshua presents in his letter. If you think Oliver **SHOULD NOT** share his password, summarize the strongest arguments in favor of password sharing that Lina presents.

### 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): Describe a time when you've been asked to share a password, or a time when you've asked someone to share a password with you. What happened afterward?
2. **A surprising fact**: Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
3. **A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Is sharing a password for a streaming service 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 in the box provided.

**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 sharing passwords. Finish it in the space provided.

**Violet asked Oliver to share his Disney Plus password with her so she can watch a show. Oliver**

**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 to share a password.



(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: \_\_\_\_\_

## Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Is It Ever OK to Share Passwords?" develop their arguments. We filled in some information for you.

	Lina Jones	Joshua Simmons
line(s) that expresses the central idea, or central claim	"Oliver should go ahead and share his password with Violet."	
two pieces of evidence that support the central idea, or central claim	1.  2.	1.  2.
line(s) that expresses the counterargument		"Now, it's true that many people share passwords to save money."
line(s) that contains the rebuttal to the counterargument		

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

## Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the letters in "Is It Ever OK to Share Passwords?" develop their arguments. We filled in one box for you.

	Lina Jones	Joshua Simmons
line(s) that expresses the central idea, or central claim	"Oliver should go ahead and share his password with Violet."	
two pieces of evidence that support the central idea, or central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

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

## Constructing a Response

**Directions:** Read "She Lived on Mars (sort of)" and complete the activity. Then follow the steps below to write a response to the question on page 13.

Question:  
**Why are analog missions important?**

### Step 1: Write your claim.

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

Analog missions are important 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 few strong sentences that will give your readers something to think about. One option is to refer to your central claim. Or come up with an idea of your own!

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

# Scope It Out!

## Podcast Transcript

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Welcome to Scope It Out, the podcast where we take YOU on a thrilling journey. I'm your host Kristin Lewis. Are you ready?

Because today we're heading somewhere no human has ever been before.

Close your eyes. Are your eyes closed? Good. Now, picture in your mind's eye the room around you. What is beneath your feet? Above your head? What do you smell? What do you hear?

Now imagine rising up from the ground. Through the ceiling, through the roof. Now you're outside. You're getting higher. What do you see? What do you feel? Is the air cool on your face? The buildings and trees and people below get smaller as you rise into the sky. Past the birds. Past the planes. You lift through a mist of clouds. Higher and higher.

And then . . . the blue sky dissolves.

You're floating above the Earth, a blue green swirl of continents and oceans. And beyond that? Space. A beautiful black expanse speckled with starlight.

But your journey isn't over. In fact, it's just beginning.

You head away from the Earth. Past the silver grey moon.

In the distance, the sun churns out fiery light, bathing the solar system in warmth.

You pick up speed.

Suddenly, a red dot comes into your view.

You fly toward it. It gets larger. It's a planet. You're zooming toward the surface, closer and closer.

Until you land with a thud in the rocky dirt.

Welcome to the planet Mars.

Mars is about 140 million miles from where you started on Earth. Since the dawn of time, humans have looked up at the red planet and wondered.

It has had many names.

The Egyptians called it "the red one." In ancient China, it was known as "the fire star." The ancient Romans named it Mars, after the god of war. Its reddish color reminded them of blood.

Today we understand why Mars appears red. The dirt contains a mineral called iron that rusts and then gets kicked up in the atmosphere. This gives the planet a red hue.

For most of human history, Mars was a mystery—until the 1800s, when powerful new telescopes gave scientists a way to look more closely at the red planet. And in the coming centuries, better and better technology helped them learn more and more about this fascinating place. Right now, there are six satellites orbiting Mars, beaming back all sorts of information to Earth. And down on the surface? A rover zips along taking photographs and measurements.

So what have scientists learned?

A lot.

In fact, we know more about Mars than any other planet, aside from Earth of course.

Mars has seasons just like Earth. But they last a lot longer. One year on Earth is 365 days. That's how long it takes Earth to orbit the Sun. But on Mars? One year is 687 Earth days.

So what's it like down on the surface?

You tell me. Because that's where you are, remember?

You're definitely cold. The average surface temperature is 80 degrees below zero. And it's good this is just a fantasy, because the air on Mars is too thin to breathe. But oh, what wonders you see!

Rocky cliffs. Deep valleys. Olympus Mons, the biggest known volcano in the solar system.

And that's not at all. As you take a step, you feel like you're floating. Mars is about half the size of Earth—and has only 1/3 the gravity. In other words, take a leap on Mars, and you might soar three times higher than you would back home on Earth.

Uh oh. Hear that? You better take cover. That's an enormous dust storm coming straight toward you. These violent storms can last for months and cover the entire planet.

It's time to return to Earth now. But this won't be the last time you get to visit. You can go back to Mars any time in your imagination.

And who knows? NASA, America's space agency, plans to send humans to Mars within 13 years—for real.

Maybe YOU will be one of them.

Sound editing by Dryspell Productions.

Script by Kristin Lewis.

All music and sound effects by Pond5.



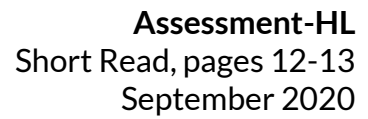
**Podcast**  
Short Read, pages 12-13  
September 2020

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

## “She Lived on Mars (sort of)” Quiz

Directions: Read “She Lived on Mars (sort of).” Then answer the questions below.

- 
1. Which line best expresses a central idea of the article?
    - A. “Proctor will tell you that being an analog astronaut is rewarding. . .”
    - B. “Her ‘mission to Mars’ actually took place on the side of a volcano in Hawaii.”
    - C. “That was the whole point.”
    - D. “The purpose of an analog mission is to learn how to make real space missions safe and successful.”
  2. Which detail best supports the answer to Question 1?
    - A. “You need to be resilient, work well in a group, and stay calm under stress.”
    - B. “Analog missions are used to test technology, conduct experiments, and study the effects of space travel on humans.”
    - C. “Freeze-dried foods are a staple of astronauts’ diets . . .”
    - D. “Humans have been dreaming of the stars for thousands of years.”
  3. Information about how technology has helped scientists learn more about space would best fit in
    - A. the section “Safe and Successful.”
    - B. the caption on the photo on page 12.
    - C. the section “Questions to Answer.”
    - D. the introduction.
  4. What is the main purpose of the section “Safe and Successful”?
    - A. to show what it takes for analog astronauts to be successful
    - B. to explain the goal of Proctor’s mission and to describe what the mission was like
    - C. to explain the conditions on Mars and why it is difficult for humans to live there
    - D. to provide a brief history of space exploration
  5. The author likely included the detail about analog astronauts on Proctor’s mission showering infrequently to
    - A. show how tough analog astronauts are.
    - B. demonstrate a way that Proctor’s mission simulated conditions on Mars: Water will be scarce, so astronauts will have to be careful about how much they use.
    - C. explain how analog astronauts build their resilience.
    - D. try to convince readers to not become analog astronauts.
  6. Which statements can be supported by information in the article? Choose TWO answers.
    - A. Analog missions are an important part of space exploration.
    - B. Space exploration is safe.
    - C. The first astronauts sent to Mars will face difficult conditions.
    - D. Analog astronauts get paid well.



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

## “She Lived on Mars (sort of)” Quiz

Directions: Read “She Lived on Mars (sort of).” Then answer the questions below.

- 
1. **What line best expresses a central idea of the article?**
    - A. “Proctor will tell you that being an analog astronaut is rewarding. . .”
    - B. “Her ‘mission to Mars’ actually took place on the side of a volcano in Hawaii.”
    - C. “That was the whole point.”
    - D. “The purpose of an analog mission is to learn how to make real space missions safe and successful.”
  2. **Which detail best supports the answer to Question 1?**
    - A. “You need to be resilient, work well in a group, and stay calm under stress.”
    - B. “Analog missions are used to test technology, conduct experiments, and study the effects of space travel on humans.”
    - C. “Freeze-dried foods are a staple of astronauts’ diets . . .”
    - D. “Humans have been dreaming of the stars for thousands of years.”
  3. **Where would be the best place to add information about how technology has helped scientists learn more about space?**
    - A. the section “Safe and Successful”
    - B. the caption on the photo on page 12
    - C. the section “Questions to Answer”
    - D. the introduction
  4. **In the section “Safe and Successful,” the author**
    - A. lists qualities analog astronauts need to be successful.
    - B. states the goal of Proctor’s mission and gives examples of the activities the crew performed.
    - C. explains why it is difficult for humans to live on Mars.
    - D. provides a timeline of space exploration.
  5. **Why didn’t the analog astronauts on Proctor’s mission shower more often?**
    - A. because they ran out of soap
    - B. to simulate conditions on Mars; water will be scarce, so astronauts will have to be careful about how much they use
    - C. to prove their toughness
    - D. to simulate what it would be like on Mars if the water system broke down
  6. **What is the purpose of the article? Choose TWO answers.**
    - A. to explain what an analog mission is and why analog missions are important
    - B. to provide a detailed explanation of the technology needed to get to Mars
    - C. to inform readers about how scientists prepare for space missions
    - D. to show how challenging it is to be cut off from the rest of the world for a long period of time

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

## Constructed-Response Questions

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

7. Proctor provides a list of qualities that are important for analog astronauts to have in order to be successful. What is one other quality you think would be important? Use text evidence to support your answer.
8. On page 12, the authors write that the crew on Proctor’s mission faced “many of the challenges that people stationed on Mars would face.” Describe two of these challenges and how Proctor’s crew handled them.

# CHOICE BOARD

## *THE MONSTER IN THE CAVE*

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

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

Write a new scene for the play: Scene 8, in which Poseidon, god of the sea, confronts Odysseus and his crew about what just happened on the island of the Cyclopes.

Choose any story; it could be a fairy tale, a novel, a different play, or a movie. Rewrite one scene from the story in the format of a play that includes a Greek Chorus commenting on the action.

Read the play and watch the video at Scope Online. Now imagine that you're Zeus, ruler of all the gods. In an essay or a video, tell Odysseus and Polyphemus what you think of their behavior.

*\*This is the contest prompt that appears at the end of the story.*

Write the lyrics to a song from the point of view of any character in the play (even a sheep!). Be sure to give your song a title. Optionally, set your song to the tune of another song (or make up your own original tune) and record it.

Imagine that the play is being turned into a movie. Make a playlist of 3 to 5 songs that would make a great soundtrack to the movie. Include an explanation of why each song should be included.

Choose one character and imagine that this character kept a journal during the events of the play. Write that character's journal entries.

Create a fictional social media account for any character from the play. Be sure to include the handle, a biography, and a series of posts for that character.

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

# Vocabulary

## *The Monster in the Cave*

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

1. **colossal** (kuh-LAHS-uhl) *adjective*; Something that is colossal is extremely large. Blue whales are colossal animals. If you didn't check your phone for a month, you might find a colossal number of messages when you finally did.
2. **cunning** (KUHN-ing) *adjective*; Someone who is cunning gets what they want in a clever way, often by deceiving others. Loki from *The Avengers* is cunning; he is a trickster by nature.
3. **folly** (FOL-ee) *noun*; Folly means "a foolish act or idea" or "the lack of good sense or judgment." Deciding to run a marathon without training for it would be folly. Trying to sail from California to China on a small raft would be folly too. You might regret your folly in staying up late to watch a movie the night before a big test.
4. **helm** (helm) *noun*; The helm of a boat or ship is the part that is used to steer it—usually a lever or a wheel.  
  
*Helm* can also be used figuratively. Someone is "at the helm" if they are in a position of command or leadership, as in "Steve Jobs was at the helm of Apple for many years" or "Shana was 22 years old when she took the helm of the family business."
5. **hoist** (hoyst) *verb*; To hoist something is to lift or raise it, especially by using ropes or machinery. A group of students might hoist the flags up the pole in front of their school each morning. A crane might hoist steel beams into place at a construction site. You might hoist yourself out of a swimming pool.
6. **hospitality** (hos-pih-TAL-ih-tee) *noun*; Hospitality is the friendly and generous treatment of guests. If you have made sure everyone at your birthday party is introduced to one another, gets enough to eat, and is having a good time, then you will have shown hospitality.

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

# Vocabulary Practice

## *The Monster in the Cave*

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

1. My brother didn't see the **folly**/**treachery** in agreeing to take care of six dogs at the same time—until they all started barking at once.
2. Joe realized he'd made a **colossal**/**cunning** mistake: He'd added a cup of salt instead of a cup of sugar to the dough.
3. We'll need at least five people to **hoist**/**vanquish** the piano onto the stage.
4. After the basketball coach hosted the end-of-season party, our team sent her a card to thank her for her **hospitality**/**treachery**.

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

- |   |  |   |
|---|--|---|
| 5. <b>cunning</b><br>A. shy<br>B. sly   | 7. <b>treachery</b><br>A. disloyalty<br>B. honesty       | 9. <b>vanquish</b><br>A. lose<br>B. defeat      |
| 6. <b>hoist</b><br>A. lower<br>B. raise | 8. <b>helm</b><br>A. control switch<br>B. steering wheel | 10. <b>folly</b><br>A. foolishness<br>B. wisdom |

7. **treachery** (TRECH-uh-ree) *noun*; Treachery is an act of betrayal—behavior that deceives, harms, or is not loyal to someone who trusts you. A U.S. senator giving government secrets to another country would be an example of treachery. If Logan is running for class president and his best friend votes for someone else, Logan might be shocked by his friend’s treachery.
8. **vanquish** (VANG-kwish) *verb*; To vanquish is to completely overpower or conquer. If you vanquished your opponents in a soccer game, you didn’t win by just a couple of points; you won by a lot.

---

**Directions:** In the space below, list any other words from the play whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

## Close-Reading Questions

### *The Monster in the Cave*

---

1. In Scene 3, why do you think Odysseus says that his ship was destroyed by Poseidon?  
(inference)
  
  
  
  
  
  
  
  
  
  
2. In Scene 3, SD3 says that Polyphemus “lifts a vat of milk and guzzles it down.” Why do you think the playwright chose the word *guzzles* instead of another word, like *drinks* or *sips*? (word choice)
  
  
  
  
  
  
  
  
  
  
3. Why might the playwright have decided to have Polyphemus be gentle with his sheep?  
(author’s purpose, character)
  
  
  
  
  
  
  
  
  
  
4. What do you learn about the Greek gods Poseidon and Zeus from the play? Explain.  
(inference, character)
  
  
  
  
  
  
  
  
  
  
5. What is the difference between calling someone clever and calling someone cunning?  
(shades of meaning)

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

# Critical-Thinking Questions

## *The Monster in the Cave*

1. Odysseus demands that Polyphemus obey Zeus's command to treat all guests kindly. The play doesn't say whether Zeus had any commands for guests—but do you think that Odysseus was a good guest? Would you have felt like treating him kindly?
2. At the end of the prologue, the Greek Chorus says that some called Odysseus a hero, describing him as courageous and clever, while others described him as cunning and cruel. (The caption on page 18 expresses a similar idea.) Then the Chorus asks, "How should we judge Odysseus?" How would you answer that question? Explain.



# ***The Monster in the Cave***

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

	Agree	Disagree
1. There are two sides to every story.		
2. Sometimes lying is justified.		
3. Whoever is the biggest is the most powerful.		
4. There are more ways to categorize people than just as villains or heroes.		
5. Cleverness and wisdom are the same thing.		

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

## ***The Monster in the Cave***

# **Character Thinking Tool**

The questions in this activity are about the character of  
**Odysseus**

1. As Odysseus's crew is sailing home from war in Scene 1, Thales says, "Odysseus, for you the men will row until they drop, but they are weak from hunger." What does this line reveal about Odysseus?

2. In Scene 2, the crew seems nervous about exploring the island. What does Odysseus's response to the crew reveal about what kind of person he is?

3. Do you think exploring the island is folly, as Eos says?

**4.** As the illustration caption on page 18 asks, what is the difference between calling someone clever and calling someone cunning?

**5.** List any actions in Scenes 3-6 that you think make Odysseus clever and/or cunning.

**6.** Consider these lines from Scene 7 that Odysseus says as he and his crew sail away from the island:

*"Cyclops! Oh, Cyclops!"*

*"Cyclops, if anyone asks who defeated you, you can tell them it was the valiant warrior of Ithaca, the hero of the Trojan War: Odysseus!"*

Based on these lines, what character trait(s) would you use to describe Odysseus? Explain.

**7.** Is it wise for Odysseus to travel by sea after what happened on the island? Explain.



# *The Monster in the Cave*

## Pronunciation Guide

---

**Bendus** [BEN-duhs]

**Cyclops** [SAHY-klops]

**Cylcopes** [sahy-KLOH-peeZ]

**Eos** [EE-os]

**Linus** [LAHY-nuhs]

**Odysseus** [oh-DIH-see-uhs]

**Polyphemus** [pol-uh-FEE-muhs]

**Poseidon** [poh-SAHYD-n]

**Thales** [THAHY-leeZ]

**Telemon** [TELL-uh-muhn]

**Zeus** [ZOOS]

Go to Scope  
Online to listen  
to these names  
pronounced  
aloud.

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

## Video Discussion Questions

### “Polyphemus: My Side of the Story”

---

1. Compare the way both Polyphemus and Odysseus are portrayed in the video with the way they are portrayed in the play.

2. In the video, Polyphemus tells you the story of his encounter with Odysseus from his (Polyphemus’s) point of view. How do you think a video in which Odysseus told you the story from *his* point of view would be different?

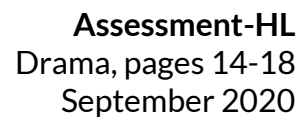
3. Did watching the video cause you to change your view of any of the characters or events in the play?

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

## **The Monster in the Cave Quiz**

**Directions:** Read *The Monster in the Cave*. Then answer the questions below.

1. **What is the purpose of the prologue? Choose TWO answers.**
  - A. to explain Odysseus's role in the Trojan War
  - B. to set the time and place of the story
  - C. to raise questions about Odysseus's character
  - D. to defend Polyphemus's point of view
2. **Which best describes the role of the Greek Chorus?**
  - A. to describe the actors' actions, the sets, and the stage lighting
  - B. to give advice to the characters
  - C. to give the audience additional information about the story and comment on the characters' actions
  - D. to represent the Greek gods
3. **In Scene 1, C2 says, "But now the war is won. With victory at their backs, they are sailing home to Ithaca at last." This line reveals that Odysseus and his men \_\_\_\_\_.**
  - A. lost the Trojan War
  - B. won the Trojan War
  - C. will soon have victory
  - D. miss their families
4. **Which line suggests that Odysseus's men are loyal to him?**
  - A. *Thales:* Odysseus, for you the men will row until they drop, but they are weak from hunger.
  - B. *Thales:* If we don't find food and water soon . . . I fear we will be lost forever.
  - C. *Eos:* This sounds like folly.
  - D. *Odysseus:* Tonight, we will feast like gods.
5. **In Scene 3, Odysseus says that if Polyphemus treats the men unkindly, Polyphemus will be the object of Zeus's wrath. Polyphemus replies, "If I spare your life, it is not because I fear the wrath of Zeus." Based on context clues, what is wrath?**
  - A. mild disapproval
  - B. anger that makes you want to punish someone
  - C. a reward for good behavior
  - D. a ring-shaped arrangement of leaves, flowers, or branches
6. **In Scene 5, why does Odysseus give Polyphemus wine?**
  - A. He believes that if he shows kindness to Polyphemus, Polyphemus will let Odysseus and his men go free.
  - B. He is obeying Zeus's command to be friendly to strangers.
  - C. He is apologizing for eating Polyphemus's food.
  - D. He wants to make Polyphemus fall asleep so the men can blind him with the log.



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

## Constructed-Response Questions

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

7. Use details from the play to support the following claim: Odysseus is cunning.
8. At the end of the play, why is Poseidon furious? Why is this bad news for Odysseus and his crew? Use text evidence to support your answer.

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

## The Monster in the Cave Quiz

Directions: Read *The Monster in the Cave*. Then answer the questions below.

- 
1. **What is the purpose of the prologue?**  
Choose TWO answers.
    - A. to explain the causes of the Trojan War
    - B. to set the time and place of the story
    - C. to raise questions about Odysseus's character
    - D. to explain what a Cyclops is
  
  2. **The purpose of the Greek Chorus is to give the audience additional information about the story and to \_\_\_\_\_.**
    - A. describe the stage lighting
    - B. give advice to the characters
    - C. comment on the characters' actions
    - D. play Greek gods
  
  3. **In Scene 1, C2 says, "But now the war is won. With victory at their backs, they are sailing home to Ithaca at last." The phrase "with victory at their backs" tells you that Odysseus and his men \_\_\_\_\_.**
    - A. lost the Trojan War
    - B. won the Trojan War
    - C. will soon have victory
    - D. miss their families
  
  4. **Which line suggests that Odysseus's men are loyal to him?**
    - A. *Thales*: Odysseus, for you the men will row until they drop, but they are weak from hunger.
    - B. *Thales*: If we don't find food and water soon . . . I fear we will be lost forever.
    - C. *Eos*: This sounds like folly.
    - D. *Odysseus*: Tonight, we will feast like gods.
  
  5. **In Scene 3, Odysseus says that if Polyphemus treats the men unkindly, Polyphemus will be the object of Zeus's wrath. Polyphemus says that he does not fear the wrath of Zeus. Based on context clues, what is wrath?**
    - A. forgiveness
    - B. anger that makes you want to punish someone
    - C. a reward for good behavior
    - D. a ring of leaves, flowers, or branches
  
  6. **In Scene 5, why does Odysseus give Polyphemus wine?**
    - A. He thinks Polyphemus will be so thankful that he'll set Odysseus and his men free.
    - B. He is obeying Zeus's command to be friendly to strangers.
    - C. He wants to show that he's sorry for eating Polyphemus's food.
    - D. He wants to make Polyphemus fall asleep so the men can blind him with the log.



# Cyclops Contest

Read the play and watch the video at Scope Online. Now imagine that you're Zeus, ruler of all the gods. In an essay or a video, tell Odysseus and Polyphemus what you think of their behavior. Send your work to Cyclops Contest. Three winners will get *The Trials of Apollo: The Tower of Nero* by Rick Riordan.

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 20, 2020.**

\*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 and PDFs. Google docs cannot be accepted.

# CHOICE BOARD

## "HOME"

<p>Retell the story using emojis. Separate it into sections: the beginning, the middle, and the end. Ask someone to decode each section to see if they can tell what the story was about.</p>	<p>Write a sequel to the story, staying true to the characters.</p>	<p>Make a short video that gives other kids a preview of the story you just read. What is important, interesting, or inspiring about it? Get creative!</p>
<p>Imagine that the story is being turned into a full-length book. Design the cover of the book.</p>	<p>Imagine you are Aleena. Write some advice for soon-to-be older siblings, based on your experience with Hakeem. Your advice can be in the form of a letter, a list, or a song.</p> <p><i>*This is the contest prompt that appears at the end of the story.</i></p>	<p>Interview each person in your family about what they think of when they hear the word <i>family</i> and what family means to them. Compile the responses in a format of your choosing, and then share them with the people you interviewed.</p>
<p>Find or create a quote that captures the essence of the story or one of the story's characters. Create a poster that displays the quote on an image you find or on your own original artwork.</p>	<p>Record words, phrases, or sentences from the story that you find meaningful or interesting. Write each on a strip of paper. Rearrange the strips to create a poem, adding your own words until you're satisfied.</p>	<p>Rewrite the story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.</p>

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

## Close-Reading Questions

### "Home"

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1. What other sensory details does the author use in the first two sections? (author's craft)
2. What details in this section show that Aleena is excited about adopting Hakeem? (inference)
3. Is meeting her new brother going the way Aleena expected? Explain. (inference)
4. What do you think Aleena didn't consider when she said yes to adopting Hakeem? (inference)

5. Not *everything* Aleena says about Hakeem is negative. Find other places in the story that suggest she admires, appreciates, or cares about him. (character)
6. Why is this moment when Aleena defines "home" for Hakeem important? *Hint:* Think about the end of the story. (text structure)
7. Why might her friends' comments affect Aleena this way? (character)
8. Aleena taught Hakeem that "home" refers to their house. What else could she mean by this? (interpreting text)

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

# Critical-Thinking Questions

## "Home"

---

1. How do our families shape who we are?

2. What makes a good home?

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

## Making Inferences

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

**Directions:** Answer the questions or follow the directions that appear in italics to fill in the chart. We completed the first row for you.

Clues	Inference
<p>1. On page 20, Aleena says:</p> <p>"Hakeem doesn't move as he scans the room. Then he suddenly lights up as he looks at me. I smile and open my arms for a hug. He runs toward me ... And right past me over to ... the red ball."</p>	<p><i>How does Aleena feel in this moment?</i></p> <p>Aleena is disappointed. She had been filled with excitement and anticipation about meeting Hakeem and imagined that he would feel the same way. Instead, Hakeem is far more interested in a ball than in meeting her.</p>
<p>2. On page 21, Aleena says:</p> <p>"The kids aren't there, and I'm a little relieved. It's hard enough to see the rows of cots."</p>	<p><i>Why is it hard for Aleena to look at the rows of cots?</i></p>
<p>3. On page 22, Aleena responds to her mom:</p> <p>"What are they doing?" Mama asks. "Playing soccer," I grumble.</p>	<p><i>Why is Aleena grumbling?</i></p>

Clues	Inference
<p>4. Find two lines that support the inference on the right.</p>	<p>Aleena admires, appreciates, and cares about Hakeem.</p>
<p>5. On page 24, Aleena says:</p> <p>"I know my friends are trying to make me feel better, but it isn't working. Instead, their words swirl inside me and make me feel emptier than the bottles without any sand left in them."</p>	<p><i>What do Aleena's friends' words make her realize?</i></p>
<p>6. Consider what Aleena says in the final line of the story on page 24:</p> <p>"Hakeem is home—and I'm the one who got to teach him what that means."</p>	<p><i>What does home mean to Aleena?</i></p>

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

# "Home"

## Character Thinking Tool

The questions in this activity are about the character of  
**Aleena**

1. When Aleena arrives in Morocco, how is she feeling about adopting a younger brother? How do you know?

2. Imagine you are Aleena. You want to make a post on social media to update your friends back home on how things are going in Morocco. What will you say about meeting Hakeem for the first time? What short message, hashtags, and photos will you include? Sketch your post in the space below.

**3.** What does the scene in Aleena's bedroom (pages 21-22) reveal about how Hakeem is affecting her life?

**4.** How has adopting Hakeem affected Aleena's experience as a *younger* sibling? How do you know?

**5.** Even though Aleena spends much of the story being upset with Hakeem, what details does the author include to show how much Aleena cares for him?

**6.** Can you make any connections to Aleena's experiences? They can be to yourself, to friends, or to characters in books or movies.

**7.** What do the things Aleena's friends say about Hakeem make Aleena realize? Why do you think so?

**Use your responses to the questions in this activity to help you respond to the writing prompt on page 24 of the magazine or at the end of the story page at Scope Online:**

*Imagine you are Aleena. Write some advice for soon-to-be older siblings, based on your experience with Hakeem. Your advice can be in the form of a letter, a list, or a song.*

# Home Contest

Imagine you are Aleena. Write some advice for soon-to-be older siblings, based on your experience with Hakeem. Your advice can be in the form of a letter, a list, or a song. Send your advice to Home Contest. Three winners will each get *More to the Story* by Hena Khan.

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 20, 2020.**

\*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 and PDFs. Google docs cannot be accepted.

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

## “Home” Quiz

Directions: Read “Home.” Then answer the questions below.

1. **When Aleena arrives in Morocco, how does she feel about adopting Hakeem?**
  - A. exhausted and annoyed
  - B. anxious and excited
  - C. edgy and fearful
  - D. angry and upset
2. **Which lines BEST support your answer to Question 1? Choose TWO answers.**
  - A. “I’m too hot to smile at him.”
  - B. “I’ve been writing words and phrases like ‘*kan bgreek*,’ which means ‘*I love you*,’ in a notebook, since Hakeem doesn’t speak English and we don’t speak Arabic.”
  - C. “I’m carrying the raccoon backpack I brought for Hakeem and wearing my matching penguin one.”
  - D. “We arrive at the square gray building and there’s no elevator.”
3. **On page 22, Aleena says, “I stand on the sideline, feeling invisible. After a couple of minutes, I walk back to the car.” What do these lines reveal about Aleena?**
  - A. how eager she is to get home
  - B. how close she is with Bilal’s friends
  - C. how uninterested she is in soccer
  - D. how left out she feels now that Hakeem is the youngest sibling
4. **On page 23, Aleena says, “Everyone’s looks great, but Keisha is so meticulous with the funnel that her finished bottle looks professional.” Based on context clues, which is the best definition of *meticulous*?**
  - A. showing great attention to detail; very careful and precise
  - B. not interested or concerned about something
  - C. taking care of only your own needs and feelings without thought for others
  - D. not careful or neat; showing a lack of care, attention, or effort
5. **Which detail would be most important to include in a summary of the story?**
  - A. Morocco has a hot climate.
  - B. Bilal is a sophomore in high school.
  - C. The Siddiquis can’t take Hakeem home until they get his passport.
  - D. Aleena’s family adopts a 3-year-old boy.
6. **Which is a theme of the story?**
  - A. To find true happiness, stay true to yourself.
  - B. Hope can help people get through dark times.
  - C. It takes courage to tell the truth.
  - D. Home is more than just a building where you live.



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

## “Home” Quiz

Directions: Read “Home.” Then answer the questions below.

1. **When she arrives in Morocco, how does Aleena feel about adopting Hakeem?**
  - A. annoyed
  - B. excited
  - C. fearful
  - D. worried
2. **Which details support your answer to Question 1? Choose TWO answers.**
  - A. Aleena is so overheated that she can’t smile.
  - B. Aleena has been learning Arabic.
  - C. Aleena brings Hakeem a raccoon backpack to match her penguin one.
  - D. Sweat is dripping down Aleena’s neck.
3. **At Bilal’s soccer practice, Aleena says, “I stand on the sideline, feeling invisible.” She means that she feels**
  - A. bored.
  - B. eager to get home.
  - C. angry with Hakeem.
  - D. unnoticed and uncared for.
4. **On page 23, Aleena says, “Everyone’s looks great, but Keisha is so meticulous with the funnel that her finished bottle looks professional.” Based on context clues, what does *meticulous* mean?**
  - A. careful and precise
  - B. bored and predictable
  - C. selfish and fussy
  - D. sloppy and careless
5. **Which detail would be LEAST important to include in a summary of Aleena’s birthday party?**
  - A. Hakeem dumps out the girls’ sand art.
  - B. Aleena feels bad about leaving Hakeem inside alone and brings him out to blow out her candles.
  - C. Aleena’s friends’ words make her realize that she hasn’t been very kind to Hakeem.
  - D. The girls drink pink lemonade.
6. **Which is a theme of the story?**
  - A. To find true happiness, stay true to yourself.
  - B. Hope can help people get through tough times.
  - C. It takes courage to tell the truth.
  - D. Home is more than just a building where you live.



# CHOICE BOARD

## "HOW ANIMAL CROSSING CONQUERED AMERICA" AND "A SWEET TREAT IN A TOUGH TIME"

Create a talk show in which you interview the creators of Candy Land and *Animal Crossing* about the games they developed and the impact those games have had on kids.

Write an article about the history of your favorite game.

Create your own board game. Will the aesthetic be like that of Candy Land and *Animal Crossing*, or something different? Sketch out your game, then create the board, make your playing cards and pieces, and play with your family.

A new version of Candy Land is being released, and you've been hired to help spread the news. Design an advertisement for social media that will get people excited to buy it.

In a well-organized essay, compare *Animal Crossing* with Candy Land. How are they similar? How are they different? Support your ideas with text evidence.

*\*This is the contest prompt that appears at the end of the story.*

Imagine that a documentary is being made about how games have helped people get through tough times. Design the movie poster for that documentary.

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

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

# Vocabulary

## "How *Animal Crossing* Conquered the World"

1. **chaotic** (kay-OT-ik) *adjective*; Chaos (KAY-os) is a state of total disorder and confusion. If a squirrel got into your house and was running around in a panic, and your dog was chasing the squirrel and barking, and your parents were running around after the dog and the squirrel, and your sister was laughing, and your brother was crying—that would be chaos.

Something that is chaotic is in a state of complete disorder and confusion. Mornings can be chaotic when everyone in the family is rushing around trying to get ready for the day.

2. **fad** (fad) *noun*; A fad is something that is very popular for a short time. About six years ago, fidget spinners were a fad. About three years ago, flossing (the dance, not using dental floss) was a fad.

3. **Great Recession** (greyt rih-SESH-uhn) *noun*; A recession is a period of temporary economic decline—that is, a period when business activity is greatly reduced. During a recession, many people may lose their jobs, homes, and savings.

The Great Recession refers to a long, severe recession in the United States from 2007–2009. The Great Recession spread to other countries, some of which are still in a recession today.

4. **mundane** (muhn-DEYN) *adjective*; Something that is mundane is ordinary, dull, and common. Taking out the trash, doing the dishes, and waiting for the bus are all mundane activities.

5. **respectively** (rih-SPEK-tiv-lee) *adverb*; *Respectively* means "separately and in the same order as the items previously mentioned." If Bryan and Bailey like pepperoni and veggie pizza, respectively, Bryan likes pepperoni pizza and Bailey likes veggie pizza. If first and second place at the science fair went to Tia and George, respectively, Tia got first place and George got second place.

6. **serene** (suh-REEN) *adjective*; Something that is serene is calm and peaceful. Serene skies are clear and blue. If Anthony has a serene expression, he looks calm and untroubled.

## "A Sweet Treat in a Tough Time"

1. **bleak** (BLEEK) *adjective*; Something that is bleak lacks warmth, life, and cheer. Bleak weather is cold, damp, and unpleasant. A bleak room is empty and colorless. If a situation is bleak, it is bad and seems unlikely to improve.
2. **blissfully** (BLIS-fuhl-ee) *adverb*; The noun *bliss* means "complete joy and happiness." You might feel bliss biting into your favorite dessert or when your team wins a big game.  
  
If something is done blissfully, it is done in a way that shows complete joy and happiness. You might walk blissfully across a stage to collect an award you just won.  
  
*Blissfully* can also mean "in a way that causes joy and happiness." If your neighbor's dog barks for an hour straight, you might describe the quiet that follows as blissfully silent, because the silence makes you very happy.
3. **contagious** (kuhn-TEY-juhs) *adjective*; Something that is contagious is able to be passed from one person or animal to another. The flu is contagious; you can get it from someone else who has the flu. Sometimes laughter can be contagious; one person starts laughing and then pretty soon everyone else around them is laughing too.
4. **debut** (dey-BYOO) *noun or verb*; A debut is the first public appearance of something or someone. The first iPhone made its debut in 2007. You might make your acting debut in the school play this year.  
  
As a verb, *debut* means "to make a first public appearance" or "to present to the public for the first time." Taylor Swift might debut a song from an upcoming new album at a concert. You might wait for a party to debut your new shoes.
5. **eradicate** (ih-RAD-ih-kayt) *verb*; To eradicate something is to put an end to it or completely destroy it. Some people fear that digital books will eradicate the need for bookstores. Thanks to vaccines, many deadly diseases have been eradicated.

6. **transport** (trans-POHRT) *verb*; *Transport* means "to carry or move someone or something from one place to another." If your family moves, you might use a truck to transport your stuff to your new home.

*Transport* can also mean "to cause someone to imagine that they are in a different place or time; to carry someone away with intense, pleasant emotion." A certain song might transport you to the summer when you listened to that song over and over.

7. **ward** (wawrd) *noun*; As it is used in the article, *ward* means "a large room or group of rooms in a hospital that is shared by a number of patients who need a similar kind of care."

**Directions:** In the space below, list any other words from the articles whose definitions you are not sure about. For each word, use context clues to try to figure out the meaning. Then look up the word in a few different dictionaries. Discuss the primary meaning of the word with your teacher or another adult. Then write a definition for the word and one example sentence using the word.

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

## Vocabulary Practice

**Directions:** Respond to each prompt.

1. Describe your idea of a serene day. Where might you be? What might you be doing?

2. Would the landing of the first humans on Mars be a mundane event? Explain.

3. If Sam, Becca, and Joey play soccer, basketball, and tennis, respectively, who plays basketball?

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

4. Which is an example of a fad?

- a. drinking water
- b. bottle flipping

5. Which is a synonym for *transport*?

- a. delight
- b. disappoint

6. Which landscape is bleak?

- a. gray, rocky cliffs covered in fog
- b. a sunny meadow full of wildflowers

7. Which would you more likely want to eradicate from under your kitchen sink?

- a. cleaning supplies
- b. a colony of ants

**Directions:** For each pair of boldfaced words, circle the word that best completes the sentence.

8. The roads were **chaotic/serene**. Every intersection was jammed with drivers beeping their horns.
9. My favorite actor's new TV show **debuts/eradicates** this Thursday night.
10. Josh works in the emergency **ward/debut** of the hospital.
11. The babysitter smiled **blissfully/respectively** as the baby finally fell asleep.
12. Colds are **contagious/serene**, so I stayed home from school so as not to get my classmates sick.

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

## Close-Reading Questions

### "How *Animal Crossing* Conquered the World"

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1. In the introduction, author Mackenzie Carro writes that *Animal Crossing* "took the world by storm last spring." What does she mean? (figurative language)
2. According to Carro, what factors contributed to *Animal Crossing*'s success? (key ideas and details, cause and effect)
3. On page 26, Carro writes of *Animal Crossing*, "You don't play to win; you play to *play*. There are no dangerous storms to outrun, monstrous creatures to kill, battles to win, or high scores to obtain." What do these lines help readers understand about *Animal Crossing* and why people play it? (inference)
4. How does the information in the sidebar on page 27 contribute to the article? (text features)

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

## Close-Reading Questions

### "A Sweet Treat in a Tough Time"

---

1. How did a polio epidemic inspire the creation of Candy Land? (summarizing, key ideas)
2. How is Candy Land's aesthetic similar to that of *Animal Crossing*? (synthesis)
3. On page 27, Carro quotes Angelina on *Animal Crossing*: "I think for a lot of people it's a means of escape. They want to get away from the bad parts of the world right now." What line or lines in Talia Cowen's article express a similar idea about Candy Land? (synthesis)

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

## Critical-Thinking Questions

### "How *Animal Crossing* Conquered America" and "A Sweet Treat in a Tough Time"

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1. What are the advantages and disadvantages of connecting with people virtually?
2. How might learning about the history of Candy Land be helpful to kids living in 2020?
3. How has Covid-19 changed the ways we play? Have these changes been negative? Positive? A mix of both?

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

## Paired Texts Quiz

**Directions:** Read “How *Animal Crossing* Conquered the World” and “A Sweet Treat in a Tough Time.” Then answer the questions below.

1. What is author Mackenzie Carro’s main purpose in writing “How *Animal Crossing* Conquered the World”?
  - A. to teach readers how to play *Animal Crossing*
  - B. to compare *Animal Crossing* to other simulation games
  - C. to explain the *Animal Crossing* craze and the effect the game had on people
  - D. to analyze why video games are popular
2. Which line best supports the answer you chose in question 1?
  - A. “For one thing, the game is easy.”
  - B. “[*Animal Crossing*] will be remembered as a game that helped millions stay connected and uplifted during a very difficult time.”
  - C. “*Animal Crossing* is not the first game to become popular in a difficult time.”
  - D. “In the game, each player creates a village on their own island of talking animals.”
3. Carro describes *Animal Crossing* as “gentle” (26). She supports this idea by \_\_\_\_\_. Choose TWO answers.
  - A. including a quote from an *Animal Crossing* player about how the game is “peaceful.”
  - B. explaining that *Animal Crossing* is social.
  - C. providing stats about how many people have purchased *Animal Crossing*.
  - D. explaining that the sounds and graphics of *Animal Crossing* are soothing.
4. Consider the section “An Instant Hit” in the article “A Sweet Treat in a Tough Time.” This section helps readers understand
  - A. why people like board games.
  - B. why Candy Land became so popular when it first came out.
  - C. why polio is so contagious.
  - D. why Candy Land is popular today.
5. On page 29, author Talia Cowen writes “They could visit a world where the worst thing that could happen was to get stuck in the Molasses Swamp for a turn or two.” She is saying that
  - A. Candy Land provided an escape and helped players take their minds off the difficulties in their lives.
  - B. Candy Land was a boring game.
  - C. Candy Land was a dangerous game.
  - D. Candy Land was messy.
6. Which statement can be supported by information in BOTH articles?
  - A. *Animal Crossing* was a popular game during the Covid-19 outbreak.
  - B. Playing video games can make us feel better.
  - C. Playing games can help people cope during difficult times.
  - D. Polio had a major impact on America in the 1900s.

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

## Constructed-Response Questions

**Directions:** Write your answers in a well-organized response. Use the space provided or your own document or paper.

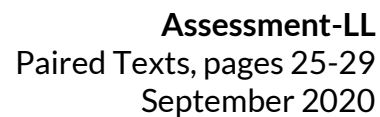
7. How does author Mackenzie Carro draw the reader in at the beginning of “How *Animal Crossing* Conquered The World”? Explain.
8. How does the information in the sidebar on page 27 contribute to both articles?

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

## Paired Texts Quiz

**Directions:** Read “How *Animal Crossing* Conquered the World” and “A Sweet Treat in a Tough Time.” Then answer the questions below.

1. What is author Mackenzie Carro’s main purpose in writing the article “How *Animal Crossing* Conquered the World”?
  - A. to teach readers how to play *Animal Crossing*
  - B. to compare *Animal Crossing* to other simulation games
  - C. to explain the *Animal Crossing* craze and the effect the game has had on people
  - D. to analyze why video games are popular
2. Which line best supports the answer you chose in question 1?
  - A. “For one thing, the game is easy.”
  - B. “[*Animal Crossing*] will be remembered as a game that helped millions stay connected and uplifted during a very difficult time.”
  - C. “*Animal Crossing* is not the first game to become popular in a difficult time.”
  - D. “In the game, each player creates a village on their own island of talking animals.”
3. On page 26, Carro describes *Animal Crossing* as “gentle.” Which lines best support this idea? Choose TWO answers.
  - A. “You hang out with animals and collect things. It’s a peaceful game.”
  - B. “Games are great at fixing our mood and reducing our stress and anxiety.”
  - C. “You can play it with other people.”
  - D. “Even the sounds and graphics are soothing.”
4. Consider the section “An Instant Hit” in the article “A Sweet Treat in a Tough Time.” This section helps readers understand
  - A. why people like board games.
  - B. why Candy Land became popular when it first came out.
  - C. why polio is contagious.
  - D. why Candy Land is popular today.
5. On page 29, author Talia Cowen writes “They could visit a world where the worst thing that could happen was to get stuck in the Molasses Swamp for a turn or two.” She is saying that
  - A. Candy Land provided an escape and helped players take their minds off the difficulties in their lives.
  - B. Candy Land was a boring game.
  - C. Candy Land was a dangerous game.
  - D. Candy Land was messy.
6. Both “How *Animal Crossing* Conquered the World” and “A Sweet Treat During a Tough Time” support the idea that
  - A. *Animal Crossing* was a popular game during the Covid-19 outbreak.
  - B. playing video games can make us feel better.
  - C. games can help people cope during difficult times.
  - D. polio had a large impact on America in the 1900s.



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

## Constructed-Response Questions

**Directions:** Write your answers in a well-organized response. Use the space provided or your own document or paper.

7. How does author Mackenzie Carro draw the reader in at the beginning of “How *Animal Crossing* Conquered The World”? Explain.
8. What does the information in the sidebar on page 27 help you understand about games?

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

## Finding and Using Text Evidence

**Directions:** Read “How *Animal Crossing* Conquered the World.” Then complete the activity below.

**Imagine that you are writing a paragraph explaining how *Animal Crossing* helps people feel connected to one another during the Covid-19 outbreak.**

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

- ☐ A. People have taken up new hobbies since the outbreak of Covid-19.
- ☐ B. *Animal Crossing* helps people feel connected.
- ☐ C. Because you can play *Animal Crossing* virtually with others, the game helps people feel closer while isolated at home due to Covid-19.

**2. Which information from the article BEST supports the sentence you chose in Question 1?**

- ☐ A. “To pass the time, some of us took up puzzles and baking.” (p. 26)
- ☐ B. “In real life we may not be able to gather in large groups, but in *Animal Crossing*, groups all over America held virtual backyard barbecues, birthday parties, graduation ceremonies, and even weddings.” (p. 27)
- ☐ C. “Even the sounds and graphics are soothing.” (p. 26)

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

- ☐ A. It provides examples of ways people socialize through the *Animal Crossing* platform.
- ☐ B. It explains how the game relieves stress and anxiety.
- ☐ C. It provides an example of how people have passed the time during the Covid-19 outbreak.

4. Choose the piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

Statement:

***Animal Crossing* has been extremely popular and successful.**

- ☐ A. "One writer from *The New York Times* described the game's aesthetic, or look, as a 'warm hug.'" (pp. 26-27).
- ☐ B. "Eleven million copies were sold within 11 days of the game's release on March 20, making it the biggest launch of any Nintendo Switch game ever." (p. 26)
- ☐ C. "The first version of *Animal Crossing* was released in Japan in 2001." (p. 26)

I chose \_\_\_\_\_ because \_\_\_\_\_

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

Statement:

**Playing games is good for your health.**

- ☐ A. "Research has shown that some games that challenge the brain, like chess, can help improve memory and overall brain function." (p. 27)
- ☐ B. "*Animal Crossing: New Horizons* is not the first simulation game—it's not even the first version of *Animal Crossing*." (p. 26)
- ☐ C. "Anytime she wants, she can shake down a crisp, red apple for herself." (p. 25)
- ☐ D. "As Dr. Rachel Kowert, a psychologist who studies gaming, explains, 'Games are great at fixing our mood and reducing our stress and anxiety.'" (p. 26)

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

Evidence \_\_\_\_\_ does not support the statement because \_\_\_\_\_

**6. Choose the paragraph that correctly uses text evidence from the article in the form of a direct quotation.**

- ☐ A. *Animal Crossing* is different from many video games. In her article “How *Animal Crossing* Conquered the World,” author Mackenzie Carro writes, “You don’t play to win; you play to *play*” (26). In other words, *Animal Crossing* is not competitive and intense like most games; it is enjoyable and relaxing.
- ☐ B. In her article “How *Animal Crossing* Conquered the World,” author Mackenzie Carro writes, “You don’t play to win; you play to *play*.”
- ☐ C. *Animal Crossing* is different from many video games. “You don’t play to win; you play to *play*” (26). In other words, *Animal Crossing* is not competitive and intense like most games; it is enjoyable and relaxing.

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

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

- ☐ A. People turn to games for comfort in times of crisis. For example, in “How *Animal Crossing* Conquered the World,” Mackenzie Carro notes that during the Great Recession, video gaming equipment sales spiked (26). In other words, the playing of video games increased, despite—and perhaps because of—the tough economic times.
- ☐ B. People turn to games for comfort in times of crisis. During the Great Recession, video gaming equipment sales spiked (26). In other words, the buying and playing of video games increased, despite—and perhaps because of—the tough times.
- ☐ C. People turn to games for comfort. “In 2008, in the midst of the Great Recession, both video games and video gaming equipment experienced a spike in sales” (p. 26).

**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 to have a healthy relationship with video games. 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: \_\_\_\_\_ Date: \_\_\_\_\_

# Finding and Using Text Evidence

**Directions:** Read “How *Animal Crossing* Conquered the World.” Then complete the activity below.

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

**Statement:**  
**Playing games is good for your health.**

- ☐ A. “Research has shown that some games that challenge the brain, like chess, can help improve memory and overall brain function.” (p. 27)
- ☐ B. “*Animal Crossing: New Horizons* is not the first simulation game—it’s not even the first version of *Animal Crossing*.” (p. 26)
- ☐ C. “Anytime she wants, she can shake down a crisp, red apple for herself.” (p. 25)
- ☐ D. “As Dr. Rachel Kowert, a psychologist who studies gaming, explains, ‘Games are great at fixing our mood and reducing our stress and anxiety.’” (p. 26)

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

**Statement:**  
***Animal Crossing* can bring people closer together.**

- ☐ A. “In the game, each player creates a village on their own island of talking animals.” (p. 25)
- ☐ B. “Multiplayer games that offer the chance to socialize and collaborate with others, like *Animal Crossing* and *Dungeons and Dragons*, can strengthen bonds between friends.” (p. 27)
- ☐ C. “The first version of *Animal Crossing* was released in Japan in 2001.” (p. 26)

I chose \_\_\_\_ because \_\_\_\_\_

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

**Statement:**

- A.** “During the Great Depression in the 1930s, when millions of Americans lost their jobs, families entertained themselves at home with affordable board games like Monopoly and Sorry!” (p. 26)
- B.** “And during a time when something as simple as going to the store had become scary and dangerous, the ‘warm hug’ of *Animal Crossing* was exactly what many of us needed.” (p. 27)
- C.** “In 2008, in the midst of the Great Recession, both video games and video gaming equipment experienced a spike in sales.” (p. 26)

# Games Contest

In a well-organized essay, compare *Animal Crossing* with Candy Land. How are they similar? How are they different? Support your ideas with text evidence.

Send your essay to Games Contest. Three winners will each get *The Game Masters of Garden Place* by Denis Markell.

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 20, 2020.**

\*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 and PDFs. Google docs cannot be accepted.

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

## Vary Your Sentences

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

**Here are four ways to add variety to your sentences:**

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

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

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

**Link two sentences to form a compound sentence.**

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

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

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

Peter mixed the cake batter with a large wooden spoon.

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

**Combine two or more sentences.**

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

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



Go to the next page to practice.

**Directions:** Rewrite the paragraph below so that the sentences vary in length, structure, and rhythm. Use the tips in the boxes on page 1 of this activity to help you.

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

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

## Vary Your Words

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Using a variety of words spices up your writing.

Consider the following paragraph:

*I saw my brother Cal **running** down the street waving his arms. I **ran** after him, yelling, "Why are you **running**?" He called back, "I'm **running** after the Wilsons' dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast!*

A form of the word *run* appears six times. Yikes!  
Here are two things you can do to make the paragraph more interesting:

- 1 Look for places where you can be more specific.** For example, was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away?
- 2 Use a thesaurus to find synonyms for *run* that can be used instead.** Remember that the thesaurus provides words that have *similar* meanings, not necessarily the *same* meanings—so be sure to look up the meanings of unfamiliar words.

Here's an example of how the paragraph above could be improved:

*I saw my brother Cal **sprinting** down the street waving his arms. I **tore** after him, yelling, "Why are you **running**?" He called back, "I'm **running** after the Wilsons' dog! She stole my hat and **bolted**!" It must have been a great hat. I've never seen Cal **move** so fast!*

**Directions:** Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for any form of *great*.

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Famiglio's. Their pizza is **great**!

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

## Plan Your Poem of Answers

**Directions:** Read "Questions for the Clouds" by Jennifer Dignan. Then follow the directions below to write your own poem that answers the questions in Dignan's poem.

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

- 1** What do you want to call your poem? (If you want, you can save this step for later. Sometimes it's easier to think of the title last instead of first.)



**TITLE**

- 2** To answer the questions in the poem, you'll need to do a few things:
  - Identify the questions that you can look up answers to—and then look them up.
  - Think of your own answers for questions the speaker asks about the world that you *don't* think have simple, straightforward answers that you can look up.
  - Imagine the speaker as a character and answer her questions about herself. (If the questions apply to you, you also have the option to answer them about yourself.)

You'll find all the questions on the following pages, with space to write answers.  
Don't worry about being "poetic" right now—just get your ideas down.

**1. Why do my dog's feet smell like corn chips?**

**2. Why are dandelions pulled up as weeds instead of cherished as flowers that are easy to grow?**

**3. Why do I always change my mind at the very last minute and ask for cookies and cream yet again when there are so many other good flavors?**

**4. Why do humans get haircuts?**

**5. How do you make cottage cheese?**

**6. What gives little kids the idea that monsters are hiding under their beds?**

**7. Why do so many people feel certain of things they can't possibly know?**

**8. Why do I feel certain of nothing?**

**9. What exactly is a poem?**

**3** Now it's time to write the first draft of your poem. Use Jennifer Dignan's "Questions for the Clouds" as a model. Here are the guidelines:



- Write your poem on your own sheet of paper or document.
- Use the title you wrote in Step 1. (You can change it if you think of something you like better.)
- Write your poem using the second-person point of view, responding directly to the speaker of Dignan's poem.
- If your answers to the questions are long, see how concise you can make them. What's really important to include in the poem?
- Vary the length of your answers, the same way that Dignan varies the lengths of the questions in her poem.
- If you think of something else you want to include or a different way of doing something, go for it. This is your poem, and it should be just the way you want it to be!

**4** After you finish your first draft, read it through. Pay attention to the way it sounds. Does it flow like a good song? If not, can you make the rhythm more pleasing? Sometimes a little change, like switching the places of a few words, can make a big difference.

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

## Plan Your Poem of Questions

**Directions:** Read "Questions for the Clouds" by Jennifer Dignan. Then follow the directions below to write your own poem that answers the questions in Dignan's poem.

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

- 1 What do you want to call your poem? You can borrow Dignan's title and call your poem "Questions for the Clouds," or you can come up with a different title. Maybe you want your questions to be for something or someone other than the clouds. (You can also save this step for later. Sometimes it is easier to think of the title last instead of first.)



**TITLE**

- 2 In Dignan's poem, the speaker asks a mix of questions—some of them small, some of them big, some of them about the people and the world around her, some of them about herself. For each category on the next page, brainstorm questions that YOU have. Try not to judge your ideas—you can go through what you wrote and choose your best ideas later.

**Questions about animals or nature**

**Questions about places**

**Questions about why you in particular do  
something that you do**

**Questions about why people in general do  
something that they do**

**Questions about why people  
believe something**

**Questions about something you find  
difficult, confusing, or challenging**

**Any other questions about anything**

**3** Now it's time to write the first draft of your poem. Use Jennifer Dignan's "Questions for the Clouds" as a model. Here are the guidelines:



- Write your poem on your own sheet of paper or document.
- Use the title you wrote in Step 1. (You can change it if you think of something you like better.)
- Write your poem using the first-person point of view.
- Try having some questions be short, taking up just one line, and other be longer, taking two or more lines.
- Think about the order of your questions. Do you want to follow Dignan's structure and leave the biggest questions for the end? It's totally up to you—but think about what will have the most impact on your reader.
- For your last line, you can borrow Dignan's last line ("What exactly is a poem?") or you can come up with your own.
- If you think of something else you want to include or a different way of doing something, go for it! This is your poem, and it should be just the way you want it to be.

**4** After you finish your first draft, read it through, paying attention to the way it sounds. Does it flow like a good song? If not, can you make the rhythm more pleasing? Sometimes a little change, like switching the places of a few words, can make a big difference.

# Poetry Contest

Choose one of the following options: **1.** Write your own poem of questions, using “Questions for the Clouds” as a model. **2.** Write a poem that answers the questions in “Questions for the Clouds.”

Send your poem to Poetry Contest. Three winners will each get a \$25 gift card.

## Entries will be judged on:

- ✓ creativity
- ✓ strength of descriptive language
- ✓ clarity

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 20, 2020.**

*\*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 and PDFs. Google docs cannot be accepted.*