

# 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)

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

## 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?



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

## 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

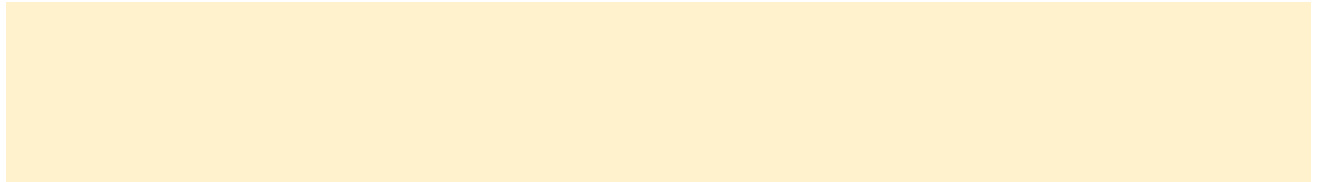
### Identifying Nonfiction Elements

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

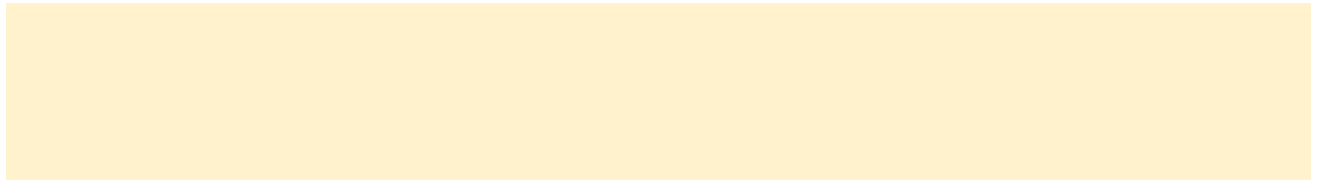
#### Before Reading

##### 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.

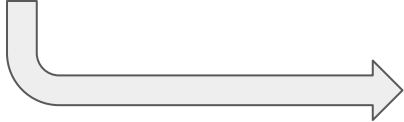
Later, the author later writes this about Ali's mom: "The swiftly darkening woods swallowed her words."

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"

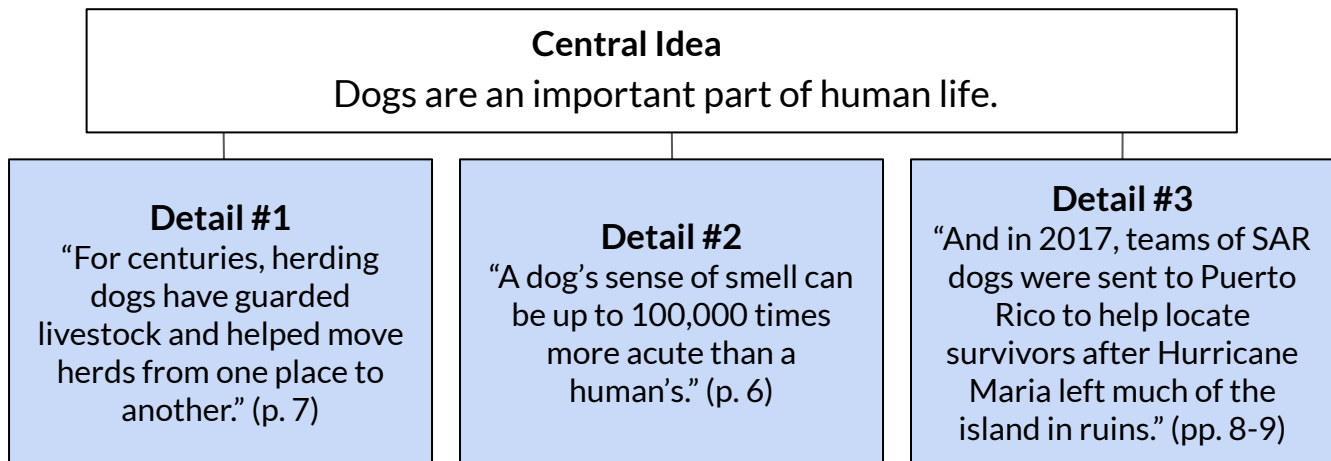


**Text structure** is the term for how an author organizes information.

## 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.

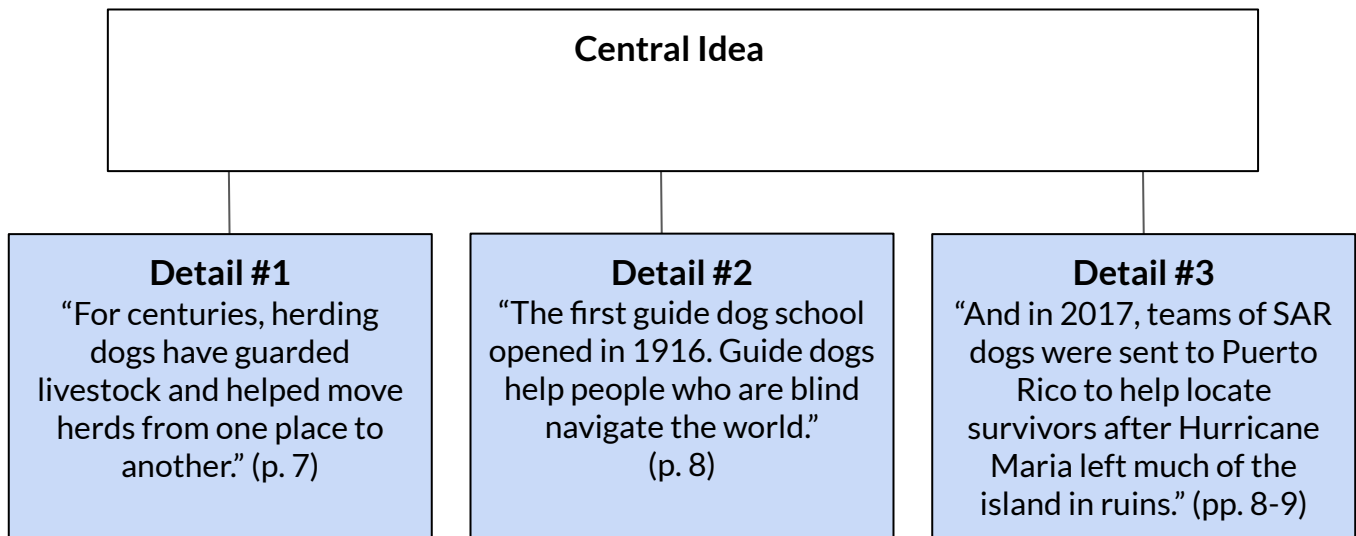
The author compares the skills of an SAR dog with the skills of a human searcher.

- 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: \_\_\_\_\_

## “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)

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.

### Problem and Solution

Presents a problem and explains how it is solved

### Compare and Contrast

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

### Sequence of Events

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

- 3. A.** Which text structure does the author use in the section “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.