

POLISH YOUR POSSESSIVES

In the following slides, we'll review what possessives are and how to use them. Then you'll take the Ultimate Possessives Challenge Quiz. Ready? Let's get started!

~> ALL ACTIVITIES PREVIEW <~

HI TEACHERS!

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

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

Enjoy!

THE SCOPE TEAM

A **POSSESSIVE** is a noun that shows possession, or ownership, using an apostrophe.

***Mia's** hat blew away.*
(The hat that belongs to Mia blew away.)

There are a few rules to follow when forming possessives. Let's take a look!

1

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

the girl's dog

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

2

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

the girls' dog

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

What about a **COLLECTIVE NOUN** (a noun that treats a group as one thing, like *audience*, *family*, or *team*)? What about a **PLURAL NOUN** that does not end in s (like *children* or *mice*)?

To make a collective or plural noun possessive, add an **'s** to the end of the word, just as you would do with a singular noun.

the family's cars

(The possessive shows that the cars belong to the whole family.)

the children's game

(The possessive shows that the game belongs to more than one child.)

THE ULTIMATE POSSESSIVES CHALLENGE!

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

1. Who or what owns the shoes in the following sentence?

Zoey's friends' shoes are upstairs.

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

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

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

3. Choose the sentence that is punctuated correctly.

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

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

The bicycle belonging to Tonya is brand new. ➡ Tonya's bicycle is brand new.

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

5. I have the birthdays of my friends memorized.

6. The Pasta Palace is the restaurant my family likes best.

Name: _____

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

Vocabulary

"Stranded at Sea"

1. **bow (bau)** *noun*; You probably know that when B-O-W is pronounced *bau*, it refers to a bend at the waist, as in an actor takes a bow at the end of a play. *Bow* can also refer to the front section of a boat. (The back section is called the stern.)
2. **intercept (in-ter-SEPT)** *verb*; To intercept someone or something is to stop it or take it while it's on the way from one place to another, preventing it from reaching its destination. In a football game, a player might intercept the ball by catching it as it's being passed between players on the other team. If you try to go backstage at a show without a pass, you will probably be intercepted by a security guard.
3. **maroon (muh-ROON)** *verb or noun*; To maroon someone is to leave them in an isolated place where there's little hope that they will be able to leave or be rescued, such as a deserted island in the middle of the ocean. As a noun, *maroon* refers to a purplish-red or brownish-red color.
4. **pamper (PAM-per)** *verb*; To pamper is to treat with excessive attention, comfort, and kindness. Luxury hotels pamper their guests with welcome gifts, fancy soaps and lotions, and 24-hour room service. If you want to pamper yourself on your birthday, you might sleep in late, take a long bath, and lie on the couch eating chocolates in your pajamas.
5. **port (port)** *noun*; A port is a place where boats can put down their anchors or tie up to docks to load and unload cargo or passengers. Boats can also get fuel and have repairs done while in port. Modern ports generally include cranes and forklifts for moving cargo on and off ships and warehouses for storing it. (There are other meanings of the word *port*, but this is the meaning used in the article.)
6. **retch (rech)** *verb*; To retch is to vomit, or to try to vomit without actually throwing anything up.

7. **skipper** (SKIP-er) *noun or verb*; A skipper is the master or captain of a ship. To skipper a boat is to act as the skipper—in other words, to be in charge of it.
8. **supply barge** (suh-PLAHY bahrj) *noun*; A barge is a large boat with a flat bottom. Barges are used mostly to carry goods in harbors and on rivers and canals. Some barges can move on their own while others must be pulled or pushed with a tugboat.

A supply barge is exactly what it sounds like: a barge carrying some kind of supplies. For example, a military supply barge might deliver supplies to troops—items such as weapons, clothing, food, trucks, and tanks.

Name: _____

Close-Reading Questions

"Stranded at Sea"

1. In the introduction, author Steve Sheinkin writes of Rendova Island, "It was 38 miles to the southeast. It might as well have been a thousand." What does he mean? (interpreting text)

2. Sheinkin writes that Kennedy towed McMahon "toward the tiny island he could only pray was uninhabited." Why would Kennedy hope for the island to be uninhabited? (key ideas and details, inference)

3. How does the section "A Real Big Night" contribute to the article? (text structure)

4. Sheinkin writes that the Solomon Islands of the South Pacific were "one small corner of the vast global conflict that was World War II." What does this line help readers understand about World War II? Where else is this idea supported in the article? (interpreting text, key ideas and details)

Name: _____

Critical-Thinking Question

"Stranded at Sea"

1. What dangers did the PT 109 crew face while shipwrecked? What enabled them to survive?

→ TEACHERS, READ THIS FIRST! ←

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

How to assign this activity:

- To assign through **Google Classroom**, select “Make a copy for each student” from the dropdown menu.
- For **Microsoft Teams**, you can click File → Download → Microsoft PowerPoint for a version of this activity that you can upload to Teams.
- You can also have your students **make their own copies** of this activity automatically:
 - Click the **Share** button at the top right.
 - Click **Copy Link**, then paste the URL into an email or assignment.
 - At the end of the URL, change the word **edit** to **copy**, like this:

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



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

DON'T
FORGET!

Delete this slide before sharing the activity with students.

THANK YOU FOR TEACHING WITH *SCOPE*!

Name: _____

KENNEDY'S HEROISM

Read "[Stranded at Sea](#)". Then use this planner to help you respond to the prompt that appears at the end of the article.



The prompt at the end of the article says:

Imagine the National Museum of American History is creating an exhibit about U.S. presidents who have served in the military. Write the blurb that will go under John Kennedy's photo using details from the article.

Let's think about what museum-goers should know about John Kennedy and his service in the military.



1. INTRODUCE JOHN KENNEDY.

List basic facts about Kennedy's life for museum-goers who may not know who he is.

2. SUMMARIZE KENNEDY'S HEROICS DURING WORLD WAR II.

What happened to the PT 109 crew on August 1, 1943?

Who survived the attack? Where did they go?

What dangers did they face? How did Kennedy help his crew survive?

NOW YOU'RE READY TO WRITE! PUT IT ALL TOGETHER ON THE NEXT SLIDE.



BE SURE TO INCLUDE A TITLE.



Name: _____

“Stranded at Sea” Quiz

Directions: Read “Stranded at Sea.” Then answer the questions below.

1. Which pair of words BEST describes the mood of the introduction?
 - A. lighthearted and mellow
 - B. optimistic and confident
 - C. vengeful and violent
 - D. distressed and suspenseful
2. Consider the line “It was as dark as if you were in a closet with the door shut,” crew member George Ross would later recall.” This line contains
 - A. a metaphor that illustrates the Southern Cross constellation.
 - B. a simile that emphasizes how dark the night was.
 - C. personification that describes the Blackett Strait.
 - D. hyperbole that exaggerates how dark it is inside a closet.
3. The main purpose of the section “A Real Big Night” is to
 - A. provide background information on World War II and the events leading up to the attack.
 - B. explain how John Kennedy and his crew were able to survive the attack.
 - C. describe how dark the night of the attack was.
 - D. explain where the Southern Cross constellation is.
4. Which words best describe Kennedy as author Steve Sheinkin portrays him?
 - A. calm and laid-back
 - B. strong and determined
 - C. scared and hopeless
 - D. pampered and inexperienced
5. Which lines from the article support your answer to Question 4? Choose TWO.
 - A. “It can be done,” Kennedy insisted. “We’ll do it.”
 - B. “Kennedy took the news back to his crew. A few of the men groaned.”
 - C. “Born to wealthy parents in Massachusetts, Kennedy spent his youth at elite private schools and sailing boats at his family’s seaside estates.”
 - D. “Again, Kennedy pulled McMahon with his teeth while the others held on to the wooden plank.”
6. Sheinkin writes, “Stuck in bed for long stretches of time, [Kennedy] devoured adventure stories—everything from tales of King Arthur’s knights to the pirate classic *Treasure Island*.” Based on context clues, which is the definition of *devoured* as it is used in this sentence?
 - A. to use up or destroy completely
 - B. to eat hungrily or quickly
 - C. to read quickly and eagerly
 - D. to dislike intensely

Name: _____

Constructed-Response Questions

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

7. What role did darkness play in Japan's operation on August 1, 1943? Use text evidence to support your answer.
8. Support the following claim using details from the article: Kennedy was a brave and determined war hero.

Name: _____

“Stranded at Sea” Quiz

Directions: Read “Stranded at Sea.” Then answer the questions below.

1. Which word BEST describes the mood of the introduction? (Mood is the feeling a reader gets from a piece of writing.)
 - A. lighthearted
 - B. optimistic
 - C. calm
 - D. distressed
2. Consider the line “It was as dark as if you were in a closet with the door shut.” This line contains a simile that
 - A. illustrates the Southern Cross constellation.
 - B. emphasizes how dark the night of the attack was.
 - C. describes the water of the Blackett Strait.
 - D. describes how John Kennedy and his crew felt while swimming to shore.
3. Which section gives readers background information on World War II and the events leading up to the attack on PT 109?
 - A. “A Real Big Night”
 - B. “No Time”
 - C. “One Chance”
 - D. “Running Out of Time”
4. Which word best describes Kennedy as author Steve Sheinkin portrays him?
 - A. unfair
 - B. determined
 - C. hopeless
 - D. pampered
5. Which lines from the article best support your answer to Question 4? Choose TWO.
 - A. “It can be done,” Kennedy insisted. “We’ll do it.”
 - B. “Kennedy took the news back to his crew. A few of the men groaned.”
 - C. “Born to wealthy parents in Massachusetts, Kennedy spent his youth at elite private schools and sailing boats at his family’s seaside estates.”
 - D. “Not willing to give up, Kennedy and Ross swam to yet another island, Naru.”
6. Sheinkin writes, “Stuck in bed for long stretches of time, [Kennedy] devoured adventure stories. . . .” Sheinkin means Kennedy _____ adventure stories.
 - A. destroyed
 - B. ate
 - C. enjoyed
 - D. disliked

Name: _____

Constructed-Response Questions

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

7. On the night of August 1, 1943, what challenges did the extreme darkness present to Kennedy and his crew? Use text evidence to support your answer.
8. How did Kennedy's attitude and actions help his crew survive? Support your answer with details from the article.

Name: _____

SUMMARIZING

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

Directions: Answer the questions below to help you write a summary of "Stranded at Sea."

1. Who or what is the article mainly about?

2. Where and when does the article take place?

3. What events lead up to the main event in the article?

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

5. How is the main problem solved?

Directions: Write an objective summary of “Stranded at Sea.” Use the information in your answers from questions 1-5. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Stranded at Sea”

[illegible]

Name: _____

SUMMARIZING

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

Directions: Fill in the blanks below to complete an objective summary of "Stranded at Sea."

In 1943, Lieutenant John Kennedy and his crew were on a torpedo boat near

the Solomon Islands when _____

_____. They had been helping the U.S.

and its allies _____.

Kennedy and his crew were presumed dead, but _____

_____. The crew realized their only option

was to _____.

The crew's situation was dire, so Kennedy _____

_____.

They were finally rescued when _____

_____.

What happened to the men?

Who were they fighting?

Who survived the attack?

Where did the crew go?

Where did he go? What was he searching for?

Who saved the crew?

Name: _____

EXPLORING TEXT FEATURES

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

Answer the questions below to explore the text features in "Stranded at Sea."

1. Study the illustration and read the headline on pages 4-5 or at the top of the story page at Scope Online. What mood do these features create?

2. Study the map of the Solomon Islands on page 6. Describe the event illustrated by the map.

3. What do the photo, caption, and *Daily News* headline on page 7 help you better understand?

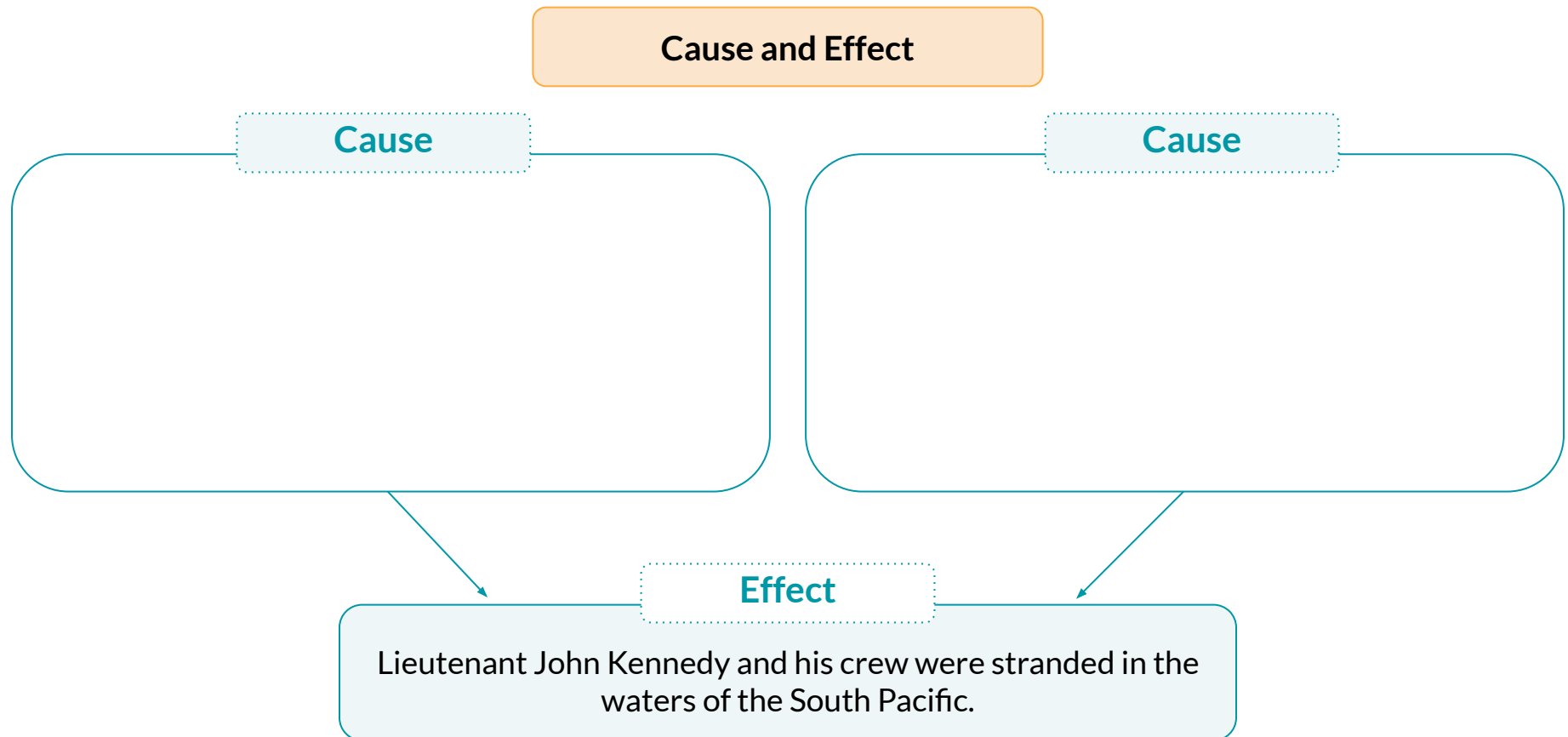
4. Look at the photos and caption of Kennedy and Hanami at the top of page 10. Are you surprised to learn about their postwar friendship? Why or why not? Why do you think the author included this information?

Name: _____

EXPLORING TEXT STRUCTURE

CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Stranded at Sea." Then complete this activity to organize information in the article using text structures.



**START
HERE!**

**Sequence of
Events**

Follow the arrows to complete a timeline of events from “Stranded at Sea.” Use details from the article. We filled in the first box for you.

1939

World War II begins. The U.S. and its allies fight against the Axis powers, led by Germany, Italy, and Japan.

August 4, 1943

August 5, 1943

1943

August 3, 1943

August 8, 1943

August 1, 1943

August 2, 1943

1960

Problem and Solution

Problem

Lieutenant John Kennedy and his crew were stranded in the waters of the South Pacific.

Solution

Solution

Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, SEQUENCE OF EVENTS, PROBLEM/SOLUTION

Directions: Read "Stranded at Sea." Then complete this activity to organize information in the article using text structures.

Cause and Effect

Cause

Hint: What were Lieutenant John Kennedy and his crew assigned to do on the night of August 1, 1943?

Cause

Hint: What was Lt. Commander Hanami doing on the night of August 1, 1943?

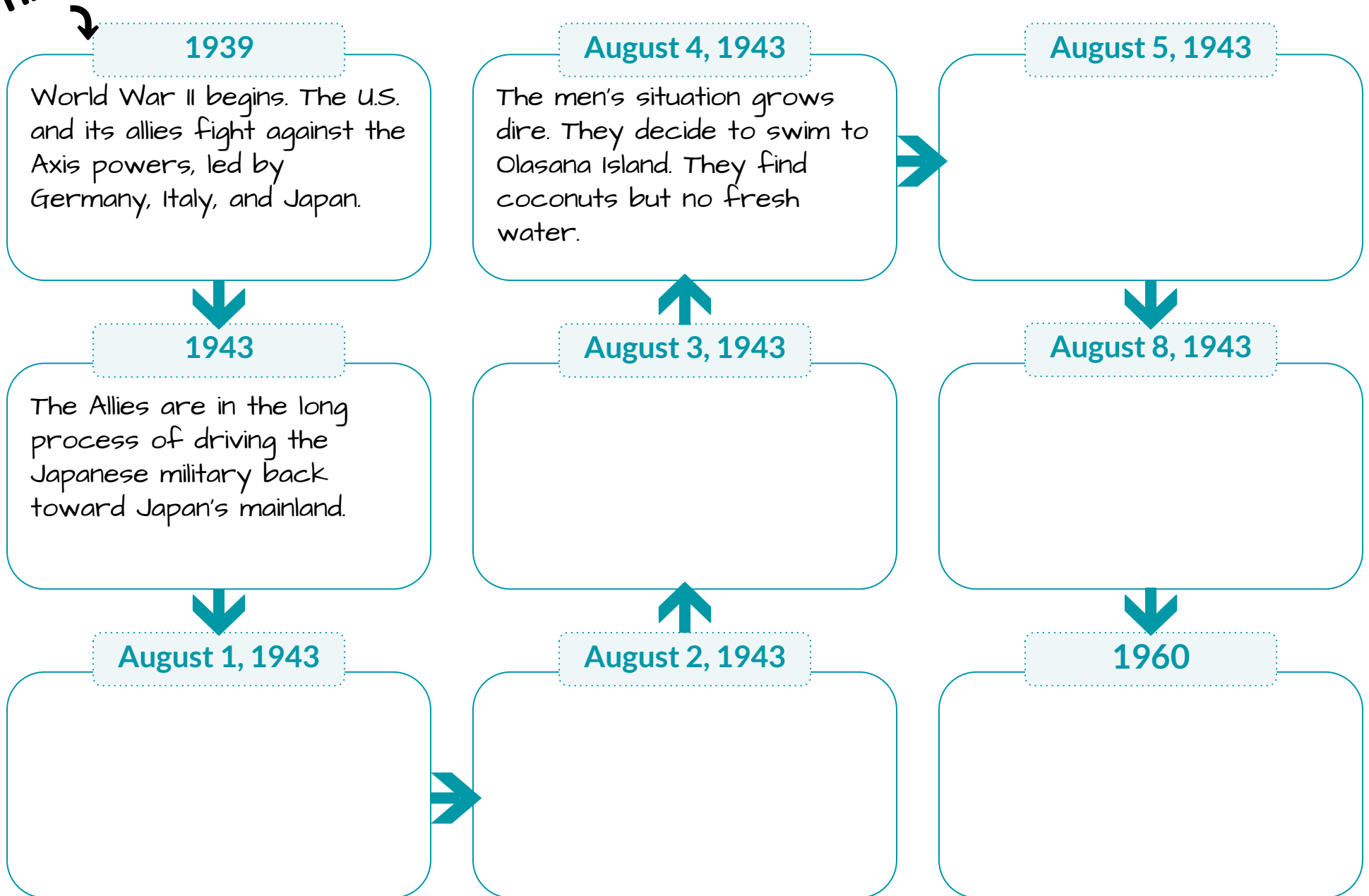
Effect

Lieutenant John Kennedy and his crew were stranded in the waters of the South Pacific.

**START
HERE!**

**Sequence of
Events**

Follow the arrows to complete a timeline of events from “Stranded at Sea.” Use details from the article. We filled in some boxes for you.



Problem and Solution

Problem

Lieutenant John Kennedy and his crew were stranded in the waters of the South Pacific.

Solution

Hint: What do Kennedy and his crew do to survive?

Solution

Hint: How do Gasa and Kumana help rescue them?

Name: _____

Video Discussion Questions

Behind the Scenes: "Stranded at Sea"

Before reading "Stranded at Sea"

1. Author Steve Sheinkin says he wanted to start his story at a "really dramatic moment to pull you in right away." Read the introduction of the article. Did he succeed? Explain your answer using text evidence.

2. Think about the section of the video about what happened after Sheinkin finished his first draft and sent it to the *Scope* editors (7:00-7:29). What point is Sheinkin making about the revision stage of writing?

After reading "Stranded at Sea"

3. How does the section of the video about World War II (2:11-3:57) add to your understanding of the article?

Kennedy Contest

Imagine the National Museum of American History is creating an exhibit about U.S. presidents who have served in the military. Write the blurb that will go under John Kennedy's photo using details from the article. Send your summary to Kennedy Contest.

Three winners will each get *Fallout* by Steve Sheinkin.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

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

Name: _____

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

Vocabulary

The Curse of Grendel

1. **best** (**best**) *verb*; As a verb, *best* means “to outdo, outwit, or get the better of,” as in “Harry easily bested his opponent in two rounds.”
2. **fiend** (**feend**) *noun*; A fiend is an evil spirit or a demon, or a cruel person. A wicked comic book villain could be considered a fiend.

A fiend can also be someone who is very enthusiastic about something. For example, a chocolate fiend is someone who loves chocolate and eats it often.
3. **folly** (**FAHL-ee**) *noun*; Folly is foolishness—the lack of good sense or judgment. Trying to get tickets to a sold-out concert hours before it begins is folly. Trying to sail from California to China on a tiny raft would be folly too. Someone might regret their folly in spending a lot of money on an item they didn’t really need and never use.
4. **loathsome** (**LOHTH-suhm**) *adjective*; Something loathsome causes feelings of hatred or disgust, as in “Beth shrieked as the loathsome creature emerged from the murky pond.”
5. **mortally** (**MOR-tl-ee**) *adverb*; The noun *mortal* means “someone or something that can die.” Humans are often referred to as mortals in mythology because, unlike the gods, they don’t live forever.

The adjective *mortal* can mean “causing death.” If a storm puts people in mortal danger, it puts their lives at risk.

The adverb *mortally* means in a deadly manner.” If a deer is struck by a car and mortally wounded, it is hurt so badly it will die.
6. **pompous** (**PAHM-puhs**) *adjective*; Someone who is pompous is arrogant and thinks they are better, smarter, or more important than other people.

Name: _____

Vocabulary Practice

The Curse of Grendel

Directions: Choose the best answer to each question.

1. **After his team's win, the pompous athlete**
 - a. congratulated his teammates.
 - b. gave himself all the credit for the victory.
 2. **Which debate team was bested at this year's state tournament?**
 - a. Cary Middle School, which earned a whopping 160 points
 - b. Apex Middle School, which came in close behind with 155 points
 3. **Kara dreaded the loathsome task of**
 - a. baking cupcakes.
 - b. picking up dog poop in the backyard.
-

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

- | | |
|--|---|
| 4. folly <ol style="list-style-type: none">a. stupidityb. intelligence | 6. mortally <ol style="list-style-type: none">a. mildlyb. severely |
| 5. fiend <ol style="list-style-type: none">a. monsterb. friend | 7. loathsome <ol style="list-style-type: none">a. hatefulb. compassionate |

The Curse of Grendel

Pronunciation Guide

THE DANES

Oddmar [AHD-mahr]

Gudrun [GOOTH-run]

Embla [EHM-bluh]

Halvar [HAWL-vahr]

Grep [grep]

Wulfgar [WULF-gar]

King Hrothgar [ROTH-gar]

Queen Wealhtheow
[WALCH-thay-oh]

Princess Berta [BUR-tah]

Unferth [UN-furth]

THE GEATS [GAY-ahts]

Beowulf [BAY-oh-wulf]

Handscio [HAHND-shee-oh]

Narfi [NAHR-fee]

OTHER

Heorot [HAY-oh-roht]

Geatland [GAY-aht-land]

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

Name: _____

The Seorot Herald

READ *THE CURSE OF GRENDL*. THEN USE THIS PLANNER TO HELP YOU
RESPOND TO THE PROMPT THAT APPEARS AT THE END OF THE PLAY.

THE PROMPT AT THE END OF THE PLAY SAYS:

IMAGINE YOU ARE A JOURNALIST FOR THE *HEOROT HERALD*.

WRITE A FRONT-PAGE NEWS ARTICLE ABOUT THE MIGHTY WARRIOR
BEOWULF, TO APPEAR THE DAY AFTER HIS VICTORY.

WHAT'S GOING ON?

WRITE ONE SENTENCE EXPLAINING
WHAT HAPPENED YESTERDAY.

WHERE DID IT HAPPEN?

GIVE YOUR READERS BACKGROUND
INFORMATION ABOUT THIS PLACE.

WHAT MAKES BEOWULF SUCH A MIGHTY WARRIOR?

WHAT WAS BEOWULF'S REPUTATION WHEN HE ARRIVED FROM GEATLAND? DID HE LIVE UP TO THAT REPUTATION IN HEOROT? EXPLAIN.

WHAT DO THE DANES HAVE TO SAY ABOUT HIM?

INCLUDE AT LEAST TWO INTERVIEWS. (YOU MAY WANT TO REFER TO THE CHARACTER BOX AT THE TOP OF THE PLAY.) WHAT WOULD THESE CHARACTERS HAVE TO SAY ABOUT THE MIGHTY BEOWULF AND HOW HIS VICTORY WILL AFFECT THEIR LIVES?

NOW YOU'RE READY TO WRITE!

📖 WHAT WILL YOUR HEADLINE BE?

📖 WHAT ARE THE 5 WS OF THE STORY? (THE WHO, WHAT, WHERE, WHEN, AND WHY.) PROVIDE THEM IN THE OPENING PARAGRAPH.

📖 WHAT BACKGROUND INFORMATION WILL YOU GIVE IN YOUR BODY PARAGRAPHS?

📖 HOW WILL YOU SUM IT ALL UP? ONE IDEA IS TO USE A QUOTE FROM AN INTERVIEW OR FROM THE PLAY.

TIP: COMB THE PLAY FOR RICH WORDS TO USE IN YOUR HEADLINE AND ARTICLE.

Close-Reading Questions

The Curse of Grendel

1. How does Scene 1 illustrate the problem that the Danes in the play face? (conflict)
2. In Scenes 2 and 3, how do other characters describe Beowulf? How does Beowulf see himself? (character)
3. In the time of the play, reputation was of great importance. How is this revealed in the play? (text evidence)

4. Why does Beowulf lay aside his sword in Scene 5? What does this reveal about him? (character)

5. Which details in Scene 5 show what a horrible monster Grendel is? Why do you think the playwright included these details? (author's craft)

Name: _____

Critical-Thinking Questions

The Curse of Grendel

1. *Beowulf* was written many centuries ago, yet it is still widely read and celebrated today. Why might the story appeal to modern readers?

2. Think about the qualities that make Beowulf admirable in his time. Do you think he would be likable today? Explain.

CHOICE BOARD

THE CURSE OF GRENDEL

Imagine you are a journalist for the *Heorot Herald*. Write a front-page news article about the mighty warrior Beowulf, to appear the day after his victory.

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

Respond to the prompt below in your journal or on a piece of paper:

Describe a time when you've had to persist through a challenge, or a time when you've been courageous. What were you up against, and how did you keep going?

Write a thank-you letter from a townsperson to Beowulf, thanking Beowulf for defeating Grendel. Make sure the townsperson describes what life was like before Beowulf saved the kingdom, and how much they appreciate Beowulf's heroics.

Retell the action sequence in Scene 5 in five steps. For each step, draw a picture showing the action. Caption each picture with a few sentences that explain what both characters (Beowulf and Grendel) might be strategizing, thinking, and feeling.

Name: _____

The Curse of Grendel Quiz

Directions: Read *The Curse of Grendel* from the February issue of *Scope*. Then answer the questions below.

1. **What does Scene 1 establish? Choose TWO.**
 - A. the time of day Grendel torments the Danes
 - B. how the Danes plan to rid themselves of Grendel
 - C. what Heorot was like before Grendel appeared
 - D. how the Danes feel about their king and queen
2. **In Scene 3, Narfi says, “It is terrible to think of the violence these walls have seen.” This line contains _____.**
 - A. a simile that compares the walls to Grendel
 - B. personification that expresses the idea that much violence has occurred in Heorot
 - C. hyperbole that exaggerates the abilities of warriors
 - D. a metaphor that describes the walls as violent
3. **Which words best describe Beowulf in Scenes 4 and 5?**
 - A. giddy and impulsive
 - B. disinterested and irritated
 - C. cautious and guarded
 - D. confident and brave
4. **Which lines best support your answer to Question 3? Choose TWO.**
 - A. **SD1:** Everyone is in a hopeful mood—or at least, almost everyone.
 - B. **Beowulf:** I will kill Grendel and end the suffering of your people, or I will die trying.
 - C. **Beowulf:** Fiend! I have been waiting for you!
 - D. **SD2:** Hours pass as the struggle continues.
5. **Over the course of the play, Unferth’s attitude toward Beowulf changes from _____ to _____.**
 - A. curious, indifferent
 - B. uncertain, merciful
 - C. critical, admiring
 - D. welcoming, vicious
6. **Which idea is NOT supported by the play?**
 - A. Good triumphs over evil.
 - B. Bravery will be rewarded.
 - C. Heroes are remembered for their deeds.
 - D. For a warrior, modesty is more important than strength.

Name: _____

Constructed-Response Questions

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

7. In Scene 6, what does Queen Wealhtheow mean when she tells Beowulf that he has made himself “immortal”?
8. In Scene 4, Beowulf says, “Sometimes, fate rewards the courageous.” What does he mean? Does fate “reward” Beowulf for his courage? Support your answer with text evidence.

Name: _____

The Curse of Grendel Quiz

Directions: Read *The Curse of Grendel* from the February issue of *Scope*. Then answer the questions below.

1. **Scene 1 helps readers understand that _____ . Choose TWO.**
 - A. Grendel comes out at night
 - B. Beowulf is on his way to Denmark
 - C. Heorot used to be a happy place
 - D. the king and queen of Denmark are wise
2. **In Scene 3, Narfi says, “It is terrible to think of the violence these walls have seen.” This line tells you that _____ .**
 - A. Heorot is a mead hall.
 - B. much violence has occurred in Heorot.
 - C. Heorot is a peaceful place.
 - D. Heorot’s walls are magical.
3. **Which words best describe Beowulf in Scenes 4 and 5?**
 - A. shy and nervous
 - B. joyful and excited
 - C. bored and annoyed
 - D. confident and brave
4. **Which lines best support your answer to Question 3? Choose TWO.**
 - A. **SD1:** Everyone is in a hopeful mood—or at least, almost everyone.
 - B. **Beowulf:** I will kill Grendel and end the suffering of your people, or I will die trying.
 - C. **Beowulf:** Fiend! I have been waiting for you!
 - D. **SD2:** Hours pass as the struggle continues.
5. **Over the course of the play, Unferth’s attitude toward Beowulf changes from jealous to _____ .**
 - A. curious
 - B. uncertain
 - C. admiring
 - D. vicious
6. **Which idea is NOT supported by the play?**
 - A. Good triumphs over evil.
 - B. Bravery will be rewarded.
 - C. Heroes are remembered for their deeds.
 - D. For a warrior, modesty is more important than strength.

Name: _____

Constructed-Response Questions

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

7. In Scene 6, Queen Wealhtheow says to Beowulf, “You have made yourself immortal!” (To be immortal means to live forever.) What does she mean?
8. In Scene 4, Beowulf says, “Sometimes, fate rewards the courageous.” Beowulf is saying that courage is an admirable quality and that good things come to those who show it. Does fate “reward” Beowulf for his courage? Support your answer with text evidence.

Name: _____

MAKING INFERENCES

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

Directions: Read *The Curse of Grendel*. Then fill in the chart by following the directions or answering the questions that appear in italics. We filled in the first row for you.

Clues	Inference
<p>1. <i>Find two lines that support the inference on the right.</i></p> <p>Embla: Now, Heorot sits quiet and empty every night, its only inhabitants the ghosts of our ancestors. Are you not curious to see the monster that has stolen this place from us? (Scene 1)</p> <p>King Hrothgar: My friend, the people of my kingdom have lived in fear for 12 long years. (Scene 3)</p>	<p>Grendel has been terrorizing the kingdom for a long time.</p>
<p>2. <i>Find two lines that support the inference on the right.</i></p>	<p>Halvar is devoured by Grendel.</p>

Clues	Inference
<p>3. Find two lines that support the inference on the right.</p>	<p>Beowulf is strong, courageous, and determined.</p>
<p>Consider the announcement Beowulf makes to his men at the beginning of Scene 5:</p> <p>Beowulf: Grendel attacks with his own hands, never with swords or shields. So I will lay my sword aside. If the ogre dares face me, he will find me unarmed.</p>	<p>4. What does the decision to fight Grendel unarmed reveal about Beowulf?</p>
<p>Consider the statement by Queen Wealhtheow in Scene 6:</p> <p>Queen Wealhtheow: You have made yourself immortal!</p>	<p>5. What does the queen mean?</p>

Beowulf Contest

Imagine you are a journalist for the *Heorot Herald*. Write a front-page news article about the mighty warrior Beowulf, to appear the day after his victory. Send your article to Beowulf Contest. Three winners will each get *Beasts and Beauty* by Soman Chainani.

Entries will be judged on:

- ✓ clarity and good organization
- ✓ creativity
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

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

Name: _____

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

Vocabulary

"Becoming Darth Vader"

1. **genetics** (juh-NET-iks) *noun*; Our genes are what give us our particular traits—things like hair color, height, the shape of our faces, and even parts of our personalities. These traits are passed down to us—through our genes—by our parents. *Genetic* means "related to genes." As it is used in the article, *genetics* means "the genetic properties or features of a living thing or species."
2. **rapt** (rapt) *adjective*; To be rapt is to be enchanted by something you are seeing or hearing—to be so focused on it that it's as if you've been carried away to another world. You might listen with rapt attention to a suspenseful story. An audience might sit in rapt silence during an emotional scene in a movie.
3. **resonant** (REZ-uh-nuhnt) *adjective*; A resonant sound is strong, deep, and clear. The resonant voice of a singer might earn him a spot in a Broadway show. The resonant tones of a piano might seem to echo in an empty room.
4. **sonorous** (SOH-nuhr-uhs) *adjective*; Something sonorous produces a loud, full, deep sound. A choir is sonorous, as is the sound of a tuba. *Sonorous* is a synonym for *resonant*.

Name: _____

Vocabulary Practice

"Becoming Darth Vader"

Directions: Choose the best answer to each question.

1. **A class might be rapt as they**
 - a. listen to their teacher read the end of a novel.
 - b. are dismissed for the day.
 2. **Which sound is more likely to be resonant?**
 - a. a large bell ringing in a bell tower
 - b. the faint buzz of a fly
 3. **Which is affected by genetics?**
 - a. where you live
 - b. the color of your eyes
 4. **A sonorous sound**
 - a. fills a room.
 - b. is difficult to hear
-

Directions: Answer each question below.

5. Describe a situation in which you would be rapt.
6. For which is genetics a factor—the color of a dog's collar or the color of a dog's fur? Explain.
7. Name a singer whose voice you would describe as sonorous or resonant.

Name: _____

Close-Reading Questions

"Becoming Darth Vader"

1. Why did James Earl Jones stop speaking almost completely? (key ideas and details)
2. How does author Allison Friedman characterize the 1930s in America? (setting)
3. How has James Earl managed his stutter? (key ideas and details)
4. How does the sidebar "Famous People Who Stutter" contribute to the article? What similarities do you notice between the people featured in the sidebar and James Earl Jones? (text features)

Name: _____

Close-Reading Question

"Finding Her Voice"

1. Olivia's shirt says, "Stuttering is okay because what I say is worth repeating." What does this message suggest about Olivia? (interpreting text, inference)

Name: _____

Critical-Thinking Question

"Becoming Darth Vader" and "Finding Her Voice"

1. The articles and the video include details about kids laughing at James Earl and Olivia because of their stutters. After reading the articles and watching the video, what advice might you give someone who treats a peer in this way?

Name: _____

POWERFUL VOICES

Read “Becoming Darth Vader” and “Finding Her Voice”. Then use this planner to help you respond to the prompt that appears at the end of the articles.

WHAT WAS JAMES EARL'S LIFE LIKE
BEFORE HE DISCOVERED THE POWER OF
SPEAKING WRITTEN WORDS ALOUD?

HOW DID JAMES EARL'S LIFE
CHANGE AFTER THIS DISCOVERY?



WHAT WAS OLIVIA'S LIFE LIKE
BEFORE JOINING SAY?

HOW HAS OLIVIA CHANGED SINCE
JOINING SAY?



NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:

How have the performing arts empowered James Earl Jones and Olivia Simmons? Answer this question in a well-organized paragraph.

Support your answer with text evidence.

Name: _____

Paired Texts Quiz

Directions: Read “Becoming Darth Vader” and “Finding Her Voice” from the February issue of *Scope*. Then answer the questions below.

1. Which line helps readers understand how stuttering affected James Earl Jones as a child?
 - A. “The doctor was called, and Randy soon recovered.”
 - B. “After moving to Michigan, James Earl and his family still experienced discrimination.”
 - C. “But John Henry and Maggie worried about the children’s futures.”
 - D. “Worried that others would make fun of him, he rarely spoke at all.”
2. How does the section “Breaking Out of Silence” contribute to the article?
 - A. It explains how James Earl became more comfortable speaking.
 - B. It describes James Earl’s life in Michigan.
 - C. It helps readers understand more about what stuttering is and what may cause it.
 - D. It explains why James Earl started acting.
3. The author likely included the sidebar “Famous People Who Stutter” to _____.
 - A. show that many people experience and manage stuttering
 - B. explain what stuttering is
 - C. show that stuttering is common in kids
 - D. teach readers about our current president
4. Who or what helped James Earl become comfortable speaking?
 - A. his grandparents
 - B. working on the family farm
 - C. speaking written words aloud
 - D. his high school English teacher
5. Consider this quote from James Earl: “And to my astonishment, the words flowed out smoothly, every one of them.” Based on context clues, which is the best definition of *astonishment*?
 - A. a feeling of great disappointment
 - B. a feeling of great surprise
 - C. a feeling of horror
 - D. a feeling of happiness
6. Acting and performing has helped both Olivia Simmons and James Earl Jones _____. Choose TWO.
 - A. embrace and manage their stutters
 - B. become famous
 - C. make friends
 - D. gain confidence

Name: _____

Constructed-Response Question

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

7. Olivia Simmons learned to “embrace her stutter.” Explain what this means in your own words.

Name: _____

Paired Texts Quiz

Directions: Read “Becoming Darth Vader” and “Finding Her Voice” from the February issue of *Scope*. Then answer the questions below.

1. **Author Allison Friedman writes of James Earl Jones, “Worried that others would make fun of him, he rarely spoke at all.” This line helps readers understand _____.**
 - A. why James Earl’s family left Mississippi
 - B. how James Earl became an actor
 - C. when James Earl’s stutter began
 - D. how stuttering affected James Earl
2. **Which section helps readers better understand what stuttering is?**
 - A. “A Source of Strength”
 - B. “Finding the Key”
 - C. “Breaking Out of Silence”
 - D. “Life on the Farm”
3. **The sidebar “Famous People Who Stutter” _____.**
 - A. shows that many people experience stuttering
 - B. explains what stuttering is
 - C. provides advice for making it into show business
 - D. teaches readers about our current president
4. **Who or what helped James Earl become comfortable speaking again?**
 - A. his grandparents
 - B. working on the family farm
 - C. speaking written words aloud
 - D. his high school English teacher
5. **Consider this quote from James Earl: “And to my astonishment, the words flowed out smoothly, every one of them.” Based on context clues, which is a synonym of *astonishment*?**
 - A. disappointment
 - B. surprise
 - C. happiness
 - D. embarrassment
6. **Acting and performing has helped both Olivia Simmons and James Earl Jones _____. Choose TWO.**
 - A. embrace and manage their stutters
 - B. become famous
 - C. make friends
 - D. gain confidence

Name: _____

Constructed-Response Question

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

7. Olivia Simmons learned to “embrace her stutter.” Explain what this means in your own words.

Finding Your Voice Contest

How have the performing arts empowered James Earl Jones and Olivia Simmons? Answer this question in a well-organized paragraph. Support your answer with text evidence. Send your work to Finding Your Voice Contest. Three winners will each get *Planet Middle School* by Nikki Grimes.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of information from both texts
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

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

Name: _____

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

Vocabulary

"Should Lunch Be Longer?"

- 1. counterproductive** (kown-ter-pruh-DUHK-tiv) *adjective*; Something that is counterproductive is not helpful; it makes something you want to happen less likely to happen.

For example, it could be counterproductive to stay up all night rehearsing your dance number for the talent show. You might master the steps, but you could wind up too tired to perform them well.
- 2. cue** (kyoo) *noun*; A cue is a signal or prompt for someone to do or say something, as in "The ringing telephone was the actor's cue to walk on stage."

The expression "take a cue" means "to use someone else's behavior to guide your own." If you're not sure what to do with your napkin during a fancy dinner, you can take a cue from the person next to you—that is, see what they do and then do the same.
- 3. disservice** (dis-SUR-vis) *noun*; A disservice is an unhelpful or harmful act. (*Disservice* is often preceded by the verb *to do*.) For example, you'll do your younger brother a disservice if you always start the washing machine for him instead of showing him how to do it himself. Why? He'll never learn how to do laundry on his own.
- 4. efficient** (ee-FISH-uhnt) *adjective*; Something that is efficient gets good results with little wasted effort, time, or materials. Let's say you have to cut out 100 stars to help decorate the gym for a dance. It would be efficient to stack three pieces of paper on top of each other and then cut, rather than cut one star at a time. Sharp scissors will be more efficient than dull ones. Want to be really efficient? Get a few friends to help you.
- 5. scramble** (SKRAM-buhl) *verb*; As it is used in the article, *scramble* means "to race to do something." Fans might scramble to catch a foul ball at a baseball game. You might scramble to finish decorating before a friend's surprise birthday party begins.

Name: _____

Vocabulary Practice

"Should Lunch Be Longer?"

Directions: Choose the best ending to each sentence.

1. Our group meeting to get a head start on planning the project was counterproductive because
 - a. we accomplished a great deal.
 - b. no one could agree on anything.
 2. The athlete did his teammates a disservice by
 - a. skipping practice.
 - b. staying focused.
 3. It's more efficient to have the garbage bin and the recycling bin
 - a. across the cafeteria from one another.
 - b. next to one another.
-

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

- | | | |
|--------------------|---------------------|---------------|
| 4. scramble | 5. efficient | 6. cue |
| a. rush | a. lazy | a. signal |
| b. stroll | b. productive | b. question |

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in "Should Lunch Be Longer?" develop their arguments. We filled in some information for you.

	Jeremy Mitchell	Kayla Boado
line(s) that expresses the central claim	"We need more time."	
two pieces of evidence that support the central claim	1. 2.	1. 2.
line(s) that expresses the counterclaim		"So yes, we need more time to eat."
line(s) that contains the rebuttal to the counterclaim		

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in “Should Lunch Be Longer?” develop their arguments. We filled in one box for you.

	Jeremy Mitchell	Kayla Boado
line(s) that expresses the central claim	"We need more time."	
two pieces of evidence that support the central claim	1. 2.	1. 2.

Name: _____

Write An Argument Essay

Directions: Read "Should Lunch Be Longer?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should lunch be longer?

Consider what you read in the article and essays, as well as your own viewpoints.
Check the box next to the point of view you will argue in your essay.
Or write your own opinion in the space provided.

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think the lunch period should be extended, one of your supporting details might be that kids with at least 25 minutes of sit-down time eat more veggies and fruit.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think schools **SHOULD** extend the lunch period, summarize the strongest arguments against doing so that Kayla presents in her essay. If you think schools **SHOULD NOT** extend lunch, summarize the strongest arguments in favor of extending lunch that Jeremy presents in his essay.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

The thesis is where you tell what your essay is going to be about. The thesis should be a clear, strong statement of the opinion you gave in Step 1. The rest of your essay will support this thesis.

STEP 5: WRITE YOUR HOOK

The beginning of your essay is called the hook because it "hooks" your readers' attention. The hook should relate to the topic of your essay, but it can take many forms. It can be:

- 1. An anecdote** (a very short story): Describe lunch at your school. Are kids always rushing? Are there long lines?
- 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: "Will adding grab-and-go meal options really _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

Choose one of the ideas above, or use your own idea, and write a hook below.

STEP 6: SUMMARIZE THE ISSUE

Let readers know a little about the issue you will be writing about. This is not your point of view; it's a brief summary of the issue. Below is the beginning of a summary of the debate over whether lunch should be longer. Finish it in the space provided.

Experts agree that many kids don't have enough time to eat their lunch. Some people think the solution is to extend the lunch period to give kids more time to eat. Others believe . . .

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 school lunch should be longer. (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.

ARGUMENT TERMS

Ad hominem attack: an attack on a person rather than on his or her argument. An ad hominen attack is a fallacy (*see definition*) and weakens an argument.

Example:

Kristin: School should start later so kids will be more rested.

Steve: Of course you'd say that. You just want to sleep in.

Argument: a position or viewpoint along with the claims and evidence used to support that position

Claim: a statement that supports a position

Example: If school started later, kids would get more sleep.

Counterclaim: an acknowledgment of a concern or disagreement from those with opposing viewpoints (*see definition*)

Example: Some may argue that starting school later will help kids get more sleep.

Emotional appeal: Writers rely on two means of persuasion: appealing to the reader's common sense and appealing to the reader's emotions. When writers use only emotional appeals, they do not provide facts or information to convince the reader to believe them. Instead, they hope to make the reader so upset, excited, or scared that the reader will agree with them.

Example: Think of those sad, exhausted kids getting up at dawn every morning and shuffling to school half asleep!

Evidence: facts, statistics, and examples that show why a claim should be believed

Example: A study by the Sleep Institute found that 47 percent of kids aren't getting enough sleep.

Fallacy: a false or mistaken belief or claim, usually based on poor reasoning

Example: All kids are tired because the kids in my class are tired.

Opposing viewpoint: a position (*see definition*) that is the opposite of another position

Position (or viewpoint): the central idea the author supports in their argument; thesis

Example: School should start later.

Rebuttal: an argument against an opposing viewpoint or claim (the "comeback" to a counterclaim)

Example: Some say starting school start later will help kids get more sleep (*counterclaim*). However, evidence shows that kids who start school later just end up going to bed later (*rebuttal*).

Refute: to prove a statement, position, or claim is wrong or false

Relevant: having to do with the matter being considered; important and connected. When writers use claims and evidence that is *irrelevant*, or not relevant, they weaken their argument.

Tracing an argument: identifying and exploring how an argument is made in an essay, a speech, or other text

EVALUATING ARGUMENTS: A CHECKLIST

When evaluating the strength of an argument, ask yourself these questions. If the answers are mostly yes, it's a strong argument. If the answers are mostly no, it's a weak argument.

- ✓ Does the author support their claims with evidence?
- ✓ Are the claims and evidence relevant?
- ✓ Are facts and statistics used?
If so, are they used properly?
- ✓ Does the author rely on facts and information rather than personal opinions?
- ✓ Does the author avoid manipulating or misinterpreting information?
- ✓ Does the author avoid unnecessarily biased or emotionally charged language?
- ✓ Is the argument well-reasoned—that is, does it make logical sense?
- ✓ Does the author refute opposing viewpoints with logic and relevant evidence?

Name: _____

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

Vocabulary

"One of These Dolphins Is a Robot"

- 1. animatronic** (an-uh-muh-TRON-ik) *adjective*; An animatronic creature is a mechanical or robotic animal that is very lifelike. In other words, it looks, moves, and sounds like a real animal. Today, most animatronic creatures are brought to life with computer technology. A science museum might have an animatronic dinosaur. A theme park might have animatronic movie characters.
- 2. autonomous** (aw-TAH-nuh-muhs) *adjective*; Autonomy (aw-TAH-nuh-mee) is the ability to make decisions independently from an authority figure. As you get older, you will gain more and more autonomy.

As it is used in the article, *autonomous* means "functioning independently." Self-driving cars are also called autonomous cars because they can operate without a human driver.
- 3. captivity** (kap-TIV-i-tee) *noun*; A person or an animal that is in captivity is confined, meaning kept somewhere and not allowed to leave. Prisoners are in captivity. Animals in zoos and aquariums are also in captivity.
- 4. emit** (EE-mit) *verb*; To emit is to give off or let out heat, light, a gas, energy, or a smell. The screen on a phone emits light. You might emit a squeal of delight if you were to meet your favorite musician.
- 5. mesmerize** (MEZ-muh-rahyz) *verb*; Mesmerize means "to fascinate or completely hold someone's attention or interest." A cat might be mesmerized by a dangling toy. You might be mesmerized by the grand finale of a fireworks show. When you are mesmerized, you are so interested or amazed that you don't notice anything else.
- 6. welfare** (WEL-fair) *noun*; Welfare is the health, happiness, and comfort of a person or group. Parents are in charge of their children's welfare. Conservationists and animal rights groups work to protect the welfare of animals.

Name: _____

Vocabulary Practice

"One of These Dolphins Is a Robot"

Directions: Below are titles and summaries of imaginary books. Choose the best title for each book. Briefly explain your choices.

BOOK TITLES

A. *Attack of the Animatronic Aliens*

B. *Tales From Captivity*

C. *Mesmerized on Planet 3218-C*

- Over the past 10 years, a man claiming that he's being kept in a zoo on a faraway planet has been sending messages to journalist Kai Cardwell. In this shocking book, Cardwell shares those messages with you.

Title (A-C): _____ Why I chose this title: _____

- After their home world is destroyed, the surviving members of Garini arrive on a distant ice planet to find a mysterious and magical sight, one they can't look away from.

Title (A-C): _____ Why I chose this title: _____

- The robotic aliens at the UFO Museum in Roswell, New Mexico, have started acting very strange. Could it be that real aliens have taken control of the robots?

Title (A-C): _____ Why I chose this title: _____

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

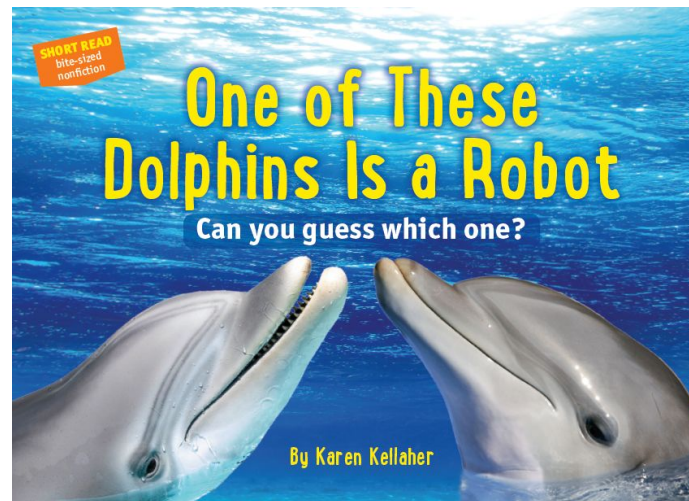
- autonomous**
a. independent
b. dependent

- emit**
a. give off
b. take in

- welfare**
a. misery
b. well-being

Name:

THE SHORT WRITE KIT



Directions: Read "One of These Dolphins Is a Robot." Then complete this activity to help you write a short response to the article.

Step 1: WRITE YOUR CLAIM

Write one sentence stating your claim.
Your claim should do two things:

- Echo the question in the prompt.
- Answer the question in the prompt.



Prompt:
What is the purpose of the robot dolphin?



*We started
you off by
echoing the
question.*

Your claim:
The purpose of the robot dolphin is to

*To answer the
prompt,
complete this
sentence.*

Step 2: FIND YOUR TEXT EVIDENCE

A. Scan the article to find details that helped you answer the question.

B. In **at least two** of the Text Evidence boxes, write a detail that you identified. You can:

- directly quote the author,
- put the information in your own words, *or*
- do a bit of both.

C. Write commentary for each piece of text evidence. This can be:

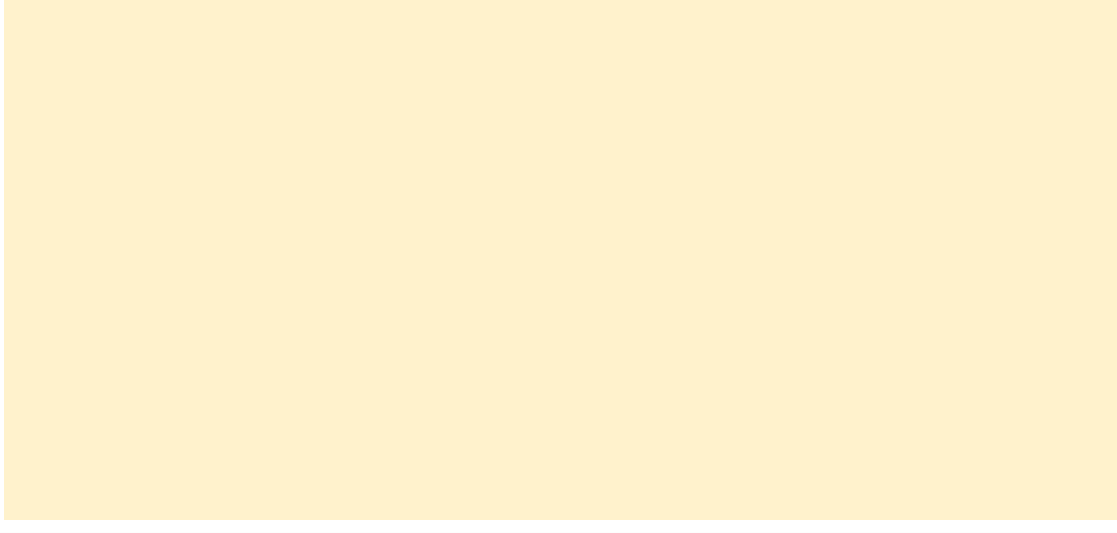
- an explanation that helps your reader better understand your text evidence,
- a statement that adds emphasis to your evidence, *or*
- a personal comment or reaction.

Text Evidence 1

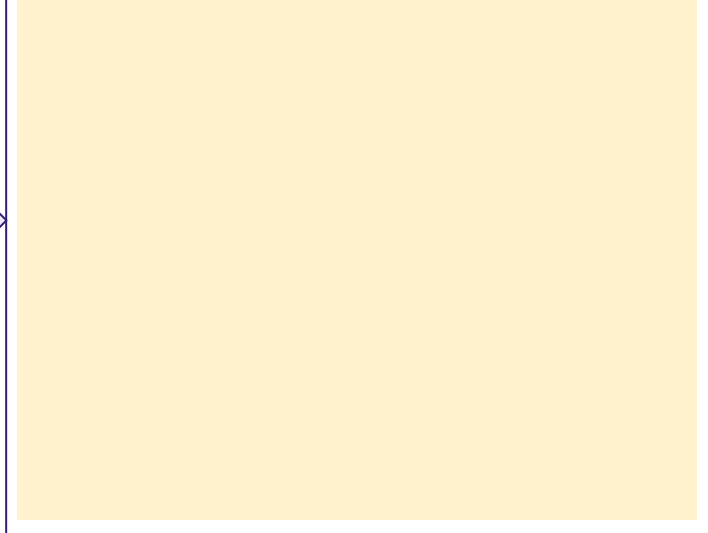
Commentary



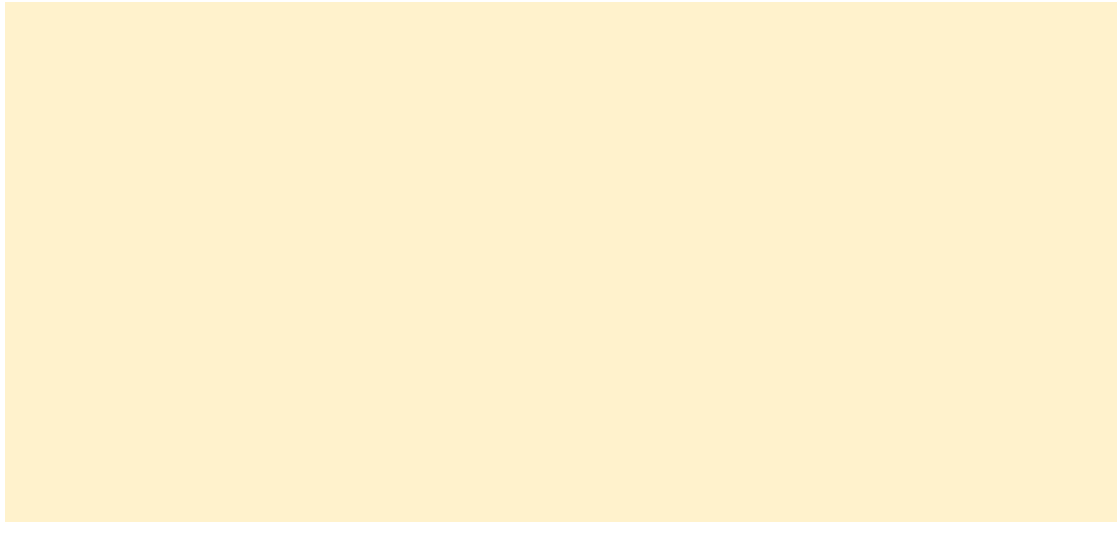
Text Evidence 2



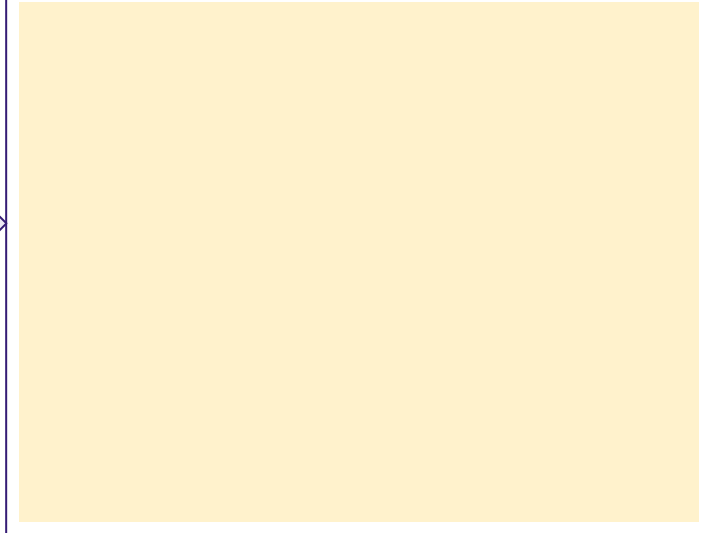
Commentary



Text Evidence 3



Commentary



Step 3: WRITE YOUR PARAGRAPH

Start with your claim.

Present your first piece of text evidence.
Be sure to cite where it's from. Here's one way
to do it: As Karen Kellaher explains in her article
"One Of These Dolphins Is a Robot,"
_____.
(Finish the sentence with your text evidence.)

Give your commentary for your first piece of
text evidence.

Present your other piece(s) of text evidence.
Make it clear that you are giving information
from the article. To do this, you can use phrases
like "according to the author."

Follow each piece of evidence with your
commentary.

Finish with a concluding sentence that sums
everything up.

Name: _____

“One of These Dolphins Is a Robot” Quiz

Directions: Read “One of These Dolphins Is a Robot.” Then answer the questions below.

1. Which best describes the main text structure of the article?
 - A. The author provides a timeline of the relationship between humans and dolphins.
 - B. The author describes dolphins and why they are so special.
 - C. The author compares and contrasts different kinds of dolphins.
 - D. The author presents the problems with keeping dolphins in captivity and explains how one company is trying to solve those problems.
2. Which best describes the author’s tone as she writes about dolphins in the section “Intelligent Creatures”?
 - A. admiring
 - B. apologetic
 - C. disappointed
 - D. cautionary
3. Which line best supports your answer to Question 2?
 - A. “There are dozens of dolphin species living in waters around the world.”
 - B. “Visitors loved watching the animals swim and play.”
 - C. “That began to change in the late 1800s, when people started capturing dolphins in the wild and selling them to aquariums in Europe and the United States.”
 - D. “These remarkable mammals navigate the sea with echolocation . . .”
4. The author explains that dolphins “can travel many miles a day in the wild.” This information _____.
 - A. explains why dolphins are able to perform tricks
 - B. explains why people enjoy watching dolphin shows
 - C. emphasizes how important it is that Edge engineers work with wildlife experts
 - D. supports the idea that dolphins do not belong in captivity
5. Which line best expresses the central idea of the article?
 - A. “It performs tricks and swims gracefully, moving its powerful tail up and down.”
 - B. “It’s Edge’s hope that robot dolphins can help parks continue to entertain and educate the public while allowing real dolphins to stay where they belong: in the wild.”
 - C. “In fact, in some cultures, seeing a dolphin has long been considered a sign of good luck.”
 - D. “On a bright spring day, a crowd gathers around a large dolphin pool.”
6. Which statement CANNOT be supported by information in the article?
 - A. Captivity is unhealthy for dolphins.
 - B. Dolphins fascinate and delight humans.
 - C. Robot dolphins are too expensive for most aquariums to purchase.
 - D. Concern about dolphin welfare is growing around the world.

Name: _____

Constructed-Response Question

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

7. The author writes, “But engineers are developing ways to make them more autonomous.” Explain why Edge Innovations wants to create more autonomous robot dolphins. Support your answer with text evidence.

Name: _____

“One of These Dolphins Is a Robot” Quiz

Directions: Read “One of These Dolphins Is a Robot.” Then answer the questions below.

1. Which best describes the main text structure of the article?
 - A. chronological
 - B. cause and effect
 - C. compare and contrast
 - D. problem and solution
2. Based on details in the section “Intelligent Creatures,” it is clear that the author thinks dolphins are _____.
 - A. impressive
 - B. boring
 - C. large
 - D. dangerous
3. Which line best supports your answer to Question 2?
 - A. “There are dozens of dolphin species living in waters around the world.”
 - B. “Visitors loved watching the animals swim and play.”
 - C. “That began to change in the late 1800s, when people started capturing dolphins in the wild and selling them to aquariums in Europe and the United States.”
 - D. “These remarkable mammals navigate the sea with echolocation . . .”
4. Which line best supports the idea that dolphins do not belong in captivity?
 - A. “So perhaps it’s no surprise that dolphins have always fascinated and delighted us.”
 - B. “After all, dolphin shows are common attractions at marine parks around the world.”
 - C. “A century ago, little was understood about what life in captivity was like for dolphins.”
 - D. “There is also evidence that dolphins—which can travel many miles a day in the wild—suffer boredom and depression when confined to a small space.”
5. Which best describes a central idea of the section “Building Robots”?
 - A. Robot dolphins require batteries.
 - B. Edge Innovations wants to make its robot dolphin as lifelike as possible.
 - C. Robot dolphins perform tricks.
 - D. The robot dolphin has skin made out of a smooth material called silicone.
6. Which statement CANNOT be supported by information in the article?
 - A. Captivity is unhealthy for dolphins.
 - B. Dolphins fascinate and delight humans.
 - C. Robot dolphins are expensive.
 - D. People’s concern for dolphins is growing.

Name: _____

Constructed-Response Question

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

7. The author writes, “But engineers are developing ways to make them more autonomous.” (An autonomous robot can function on its own without direct human control.) Explain why Edge Innovations wants to create more autonomous robot dolphins. Support your answer with text evidence.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making.

A central idea can be supported with details from the text. **Directions:** Fill in the chart with information from each section of "One of these Dolphins Is a Robot." We filled the first box in for you.

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Intelligent Creatures"		

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the entire article in the space below.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from each section in "One of These Dolphins Is a Robot." We filled in one row for you as an example.

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Intelligent Creatures"	Dolphins are remarkable animals.	<ul style="list-style-type: none"> • Dolphins navigate with echolocation. • Dolphins can use tools, solve problems, have strong memories, and communicate. • Dolphins can leap high out of the water and flip in the air.
"Dolphin Debate"		

Section <i>Write the title of the section.</i>	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Building Robots"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the author wants you to know about the topic of the story? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

Name: _____

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

Vocabulary

"The Cabin"

1. **adrenaline** (uh-DREH-nuh-lin) *noun*; Adrenaline is a chemical your body releases in response to stressful situations. It causes your heart to race, your senses to become more alert, and your body to receive a burst of energy. Although the release of adrenaline is meant to help you respond to danger, adrenaline can also be released during a heated argument or a roller coaster ride.
2. **chide** (chahyd) *verb*; To chide someone is to scold them gently or express mild disapproval of them. Your parent might chide you for leaving your dirty socks on the bathroom floor.
3. **evade** (ih-VEYD) *verb*; To evade someone or something is to stay away from it or avoid it. A cat might evade a playful toddler by hiding under a bed. You might evade a question you don't want to answer by changing the subject.
4. **intricate** (IN-trih-kit) *adjective*; Something that is intricate is very detailed and complicated. A spiderweb has many threads woven together in an intricate pattern. An intricate maze has many twists and turns. A mystery novel with an intricate plot might be difficult to follow.
5. **mantra** (MAHN-truh) *noun*; A mantra is a word, phrase, or sound that someone repeats over and over again. Mantras are often used to help people relax, concentrate, pray, or think more positively about something.
6. **rancid** (RAN-sid) *adjective*; Something rancid is foul-smelling and spoiled. A gym bag full of sweaty clothes or food left in a locker during winter break would probably be rancid.
7. **trapping line** (TRAP-ing layhn) *noun*; A trapping line, or trapline, is a series of traps or the route along which traps are set. Trapping lines are set by hunters to catch animals for food or fur.
8. **vulnerable** (VUHL-ner-uh-buhl) *adjective*; When something is vulnerable, it is open to attack or easily harmed—physically, mentally, or emotionally. Baby birds are vulnerable because they are born without the ability to see or fly. They depend on their parents for food and protection.

Name: _____

Vocabulary Practice

"The Cabin"

Directions: Choose the best answer to each question.

1. During which activity is someone more likely to feel a rush of adrenaline?
 - a. skydiving
 - b. taking a nap

 2. Which item is more likely to be rancid?
 - a. a freshly baked dessert
 - b. an expired carton of milk

 3. Dan's friend Jeff is late to meet him. What might Dan say to chide Jeff?
 - a. "Finally! I was starting to think you weren't coming."
 - b. "Hey, glad you made it! You ready?"
-

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

4. The spy **evaded/chided** capture by jumping into a helicopter.

5. When an animal is injured, it is **vulnerable/intricate** to predators because it cannot run away.

6. It took Jordan a long time to create the **intricate/rancid** design for the quilt.

7. To calm her nerves as she approached the high-dive platform, Maya repeated the **trapping line/mantra** "Breathe in. Breathe out. I am ready."

8. Kurt moved along the **trapping line/mantra**, setting beaver traps he would return to check tomorrow.

Name: _____

Close-Reading Questions

"The Cabin"

1. Describe Adah's emotions at this point in the story. What details help you understand how she feels? (inference)
2. *Crunch* is an example of onomatopoeia—using words that imitate the sounds they refer to. How does the repetition of *crunch* contribute to the mood? (figurative language)
3. So far, what has the author revealed about the setting? (setting)
4. Describe the author's use of repetition in this paragraph. Why might she have chosen to use repetition this way? (author's craft)
5. In your own words, explain the purpose of the boogie stories. (key ideas)

6. What details in the story support the idea that Adah knows a lot about trapping and animal behavior? (character, text structure)

7. Adah tells herself not to let the boogies get into her head. What does she mean? In what way do the boogies *almost* get into her head? (key ideas and details)

8. Adah's ride home is unusually quiet. Why is this detail important? What could be the reason for the quiet? (text structure, inference)

9. Why does Aapa choose this moment to suggest Adah take over another trapline? (character)

Name: _____

Critical-Thinking Questions

"The Cabin"

1. Your identity is formed by the things that make you *you*—your likes and dislikes, your family, your culture, your strengths and weaknesses, your beliefs, your experiences, and so on. How is trapping a part of Adah's identity?
2. Adah says her male cousins complained about a girl taking over part of Aapa's trapline. Why might this have bothered Adah's cousins?
3. Listening to the sounds outside the cabin, Adah says, "If I knew what this thing was, it would no longer be a nameless boogie. I could predict what it would do and make a plan." Does this idea apply to other things in life? In other words, do you think having more information about something usually makes it less frightening? Explain your answer.

Name: _____

ADAH'S BOOGIES

Read "[The Cabin](#)". Then use this planner to help you respond to the prompt that appears at the end of the story.



WHAT IS A BOOGIE?

WHAT IS THE PURPOSE
OF BOOGIE STORIES?

DESCRIBE ADAH'S FIRST BOOGIE SIGHTING.

Describe the boogie. How does the boogie make Adah feel?

DESCRIBE ADAH'S BOOGIE ENCOUNTER AT THE CABIN.

What does the boogie do?
What dangers does the boogie expose Adah to?

BY THE END OF THE STORY, WHAT DOES ADAH COME TO
REALIZE ABOUT BOOGIES?

NOW YOU'RE READY TO WRITE!

The prompt at the end of the story says:

What kind of boogie—or boogies—does Adah encounter in this story?

Answer this question in a well-organized paragraph. Use text evidence to support your ideas.

CHOICE BOARD

"THE CABIN"

What kind of boogie—or boogies—does Adah encounter in this story? Answer this question in a well-organized paragraph. Use text evidence to support your ideas.

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

The author uses sensory details (sight, sound, touch, taste, and smell) to describe Adah's cabin and the forest, as well as her interactions with the boogie. Write down three sensory-packed sentences from the story and explain how the author's words helped you understand the story better.

Draw a picture of your own personal boogie (something you are afraid of). Label it and explain each part of the picture. Write a caption naming your fear.

Tell the story from the boogie's point of view. If the boogie could speak, what would it say about Adah, what she is doing, and how she is reacting?

Name: _____

“The Cabin” Quiz

Directions: Read “The Cabin” from the February issue of *Scope*. Then answer the questions below.

1. Consider this line: “How could I have known that some . . . *thing* would come in the middle of the night?” What does this line reveal?
 - A. Adah isn’t afraid of what’s outside.
 - B. Adah thinks a caribou is outside.
 - C. Adah forgot the name of the animal she hears outside the cabin.
 - D. Adah isn’t sure what’s outside, but she doesn’t think it’s a person or an animal.
2. After Adah hears her traps being moved, she says, “The creature was strong, then—my shoulders still ached from carrying and setting the traps all day.” Based on this line, you can infer that
 - A. the creature only moves at night.
 - B. Adah’s traps are heavy.
 - C. the creature leaves no marks in the snow.
 - D. the creature is an herbivore.
3. Adah says, “The trap banged again, sparking a memory from yesterday, something I’d dismissed as insignificant.” Which of the following is the definition of *insignificant*?
 - A. having serious meaning or worth
 - B. causing great fear
 - C. too small or unimportant to be worth consideration
 - D. producing good results
4. Which is the best summary of the story?
 - A. A trapper stows her pack in her sled to make leaving in the morning easier.
 - B. A young trapper is excited to learn she will be taking over more traplines next season.
 - C. When a supernatural creature harasses a young trapper all night, she resists panic and makes it home safely the next day.
 - D. A family shares strange stories over a pancake breakfast.
5. Which is a theme of the story?
 - A. It’s not always easy to tell the truth.
 - B. Greed can quickly grow out of control.
 - C. Love makes you care about others more than yourself.
 - D. Fear itself can be more dangerous than the thing you fear.
6. Which lines best support your answer to Question 5? Choose TWO.
 - A. “It would be risky riding the snow machine in my exhausted state, unable to see the intricate details of the terrain in the total dark, but fear clawed at my mind.”
 - B. “I lowered the latch into place, wood scraping against wood.”
 - C. “Whatever was out there was making its way to the back side of the cabin.”
 - D. “The moral of every story was that you should never panic, because panicking could expose you to real dangers, like extreme cold, falling into water, or becoming vulnerable to known predators.”

Name: _____

Constructed-Response Questions

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

7. How does the mood change over the story? How does the author create these moods? Use text evidence to support your answer.
8. What has Adah learned about herself by the end of the story? Use details from the story to support your answer.

Name: _____

“The Cabin” Quiz

Directions: Read “The Cabin” from the February issue of *Scope*. Then answer the questions below.

1. Adah says, “How could I have known that some . . . *thing* would come in the middle of the night?” This line reveals that Adah
A. isn’t afraid of what’s outside.
B. thinks a caribou is outside.
C. forgot the name of the animal she hears.
D. thinks that what’s outside might not be a person or an animal.
2. After Adah hears her traps being moved, she says, “The creature was strong, then—my shoulders still ached from carrying and setting the traps all day.” Based on this line, you can infer that
A. the creature only moves at night.
B. Adah’s traps are heavy.
C. the creature leaves no marks in the snow.
D. the creature is an herbivore.
3. Adah says, “The trap banged again, sparking a memory from yesterday, something I’d dismissed as insignificant.” Which word has the same meaning as *insignificant*?
A. important
B. frightening
C. unimportant
D. useful
4. Which detail would be MOST important to include in a summary of the story?
A. Adah once dyed her hair bright blue.
B. Adah uses bear fat on her wolverine traps.
C. Adah is trapping alone in the wilderness.
D. Adah eats three pancakes back at home.
5. One theme of the story is that it is important to _____.
A. tell the truth, even when it’s difficult.
B. not be greedy.
C. give yourself time to dream.
D. not let fear overwhelm you.
6. Which lines best support your answer to Question 5? Choose TWO.
A. “It would be risky riding the snow machine in my exhausted state, unable to see the intricate details of the terrain in the total dark, but fear clawed at my mind.”
B. “I lowered the latch into place, wood scraping against wood.”
C. “I fed the stove a few logs, adjusting the damper and vent for a slow burn.”
D. “The moral of every story was that you should never panic, because panicking could expose you to real dangers, like extreme cold, falling into water, or becoming vulnerable to known predators.”

Name: _____

Constructed-Response Questions

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

7. Suspense is a feeling of excited or anxious uncertainty about what may happen. How does the author create suspense in the beginning of the story? Use text evidence to support your answer.
8. Consider the final lines of the story: "I sat a bit taller in my chair and raised my eyebrows in a silent yes, a wide smile on my face. There would be boogies, sure. But fear wouldn't be one of them." What emotions is Adah feeling at this moment? Why does she feel this way?

Name:

FINDING AND USING TEXT EVIDENCE

Directions: Read "The Cabin." Then complete this activity to practice finding and using text evidence.

Go to the next page to get started.



1. Drag a ✓ onto the TWO pieces of text evidence that support the claim below.

Claim

Adah feels tense, frightened, and threatened.

Claim

A. “But I loved trapping, and I loved a challenge, and I knew I had what it took to be a trapper full-time.”

B. “I lifted Aapa’s knife, readying myself. I gritted my teeth and flexed my fingers, chiding myself for leaving my rifle outside.”

C. “My body shook with the combination of restrained breathing and adrenaline.”

D. “People didn’t travel at night at all, unless it was an emergency.”

**2. A. Read the claim and the piece of text evidence that supports it below.
Then find one more piece of text evidence that supports the claim.**

Claim

The boogies almost get into Adah's head.

Claim

Text Evidence 1:

"I glanced at the PLB—the personal locator beacon—sitting on the table. The bright-green plastic glowed. My iPhone didn't get service this far out, but I could set off the PLB, alerting search-and-rescue people that I needed help."

Text Evidence 2:

B. What does the text evidence you chose reveal? How does it support the claim?

3. Read the lines from the story below. Write a claim that they all support.

Claim

Claim

A. “No Arctic predator would pass up the chance for free food. Even if it was full from an earlier meal, it would take the frozen meat and bury it for later.”

B. “Except weasels aren’t that heavy and they love caribou meat, and it wasn’t wolf pup season.”

C. “As I pulled my rifle from my snow machine and raised it, I whistled loudly, like my aapa had taught me; an animal would poke its head out to investigate the odd noise.”

D. “Wolverines, in addition to being fierce and violent, are very smart. If they sense a trap, they can snag the bait—smears of rancid bear fat—without getting caught, so disguise is crucial.”

4. Now put it all together! Write a paragraph using the claim you wrote in Step 3 along with evidence that supports it.

Tips

- Use the claim you wrote as the topic sentence for your paragraph.
- Paraphrase or directly quote at least one piece of text evidence.
- Explain how the evidence supports your claim.

Your Paragraph

Name:

FINDING TEXT EVIDENCE

Directions: Read "The Cabin." Then complete this activity to practice finding text evidence.

Go to the next page to get started.



1. Drag a ✓ onto the TWO pieces of text evidence that support the claim below.

Claim

Adah feels tense, frightened, and threatened.

Claim

A. “But I loved trapping, and I loved a challenge, and I knew I had what it took to be a trapper full-time.”

B. “I lifted Aapa’s knife, readying myself. I gritted my teeth and flexed my fingers, chiding myself for leaving my rifle outside.”

C. “My body shook with the combination of restrained breathing and adrenaline.”

D. “People didn’t travel at night at all, unless it was an emergency.”

2. Read the claim and the piece of text evidence that supports it below. Then find one more piece of text evidence that supports the claim.

Claim

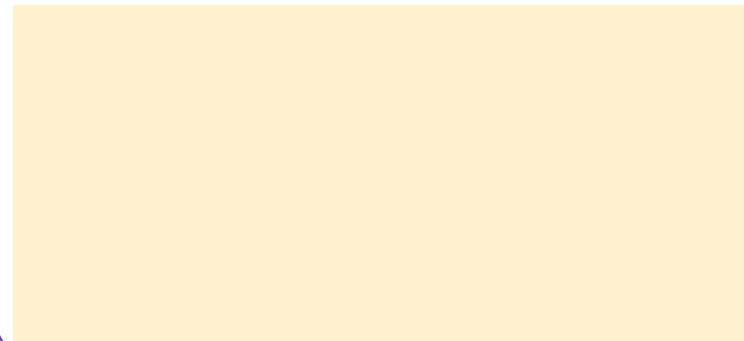
Adah knows a lot about trapping and animal behavior.

Claim

Text Evidence 1:

“No Arctic predator would pass up the chance for free food. Even if it was full from an earlier meal, it would take the frozen meat and bury it for later.”

Text Evidence 2:



3. Read the lines from the story below. Then drag a ✓ onto the claim they support.

“My iPhone didn’t get service this far out, but I could set off the PLB, alerting search-and-rescue people that I needed help.”

“A shiver snaked through me, and suddenly I wanted to get home immediately, maybe even leave my emergency winter gear behind to lighten my load and shorten the trip.”

Claims

A. Adah enjoys trapping.

B. The boogies almost get into Adah’s head.

C. Adah has learned a lot from her grandfather.

The Cabin Contest

What kind of boogie—or boogies—does Adah encounter in this story? Answer this question in a well-organized paragraph. Use text evidence to support your ideas. Send your response to The Cabin Contest. Three winners will each get *Peacemaker* by Joseph Bruchac.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

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

PLOT SUMMARY

A plot summary is a short description of the most important events in a work of fiction—a short story, a novel, a chapter of a novel, a play. It does not include irrelevant details or your opinions. Use the graphic organizer on the next slide to help you identify the most important events in any work of fiction.

1. TITLE & AUTHOR

Introduce the title and the author.

2. EXPOSITION

Identify the protagonist, the setting, and the main conflict.

3. RISING ACTION

Explain what motivates the protagonist to take action and how the conflict increases.

4. CLIMAX

Describe the peak of action and conflict (the story's turning point).

5. FALLING ACTION

Describe what happens following the climax.

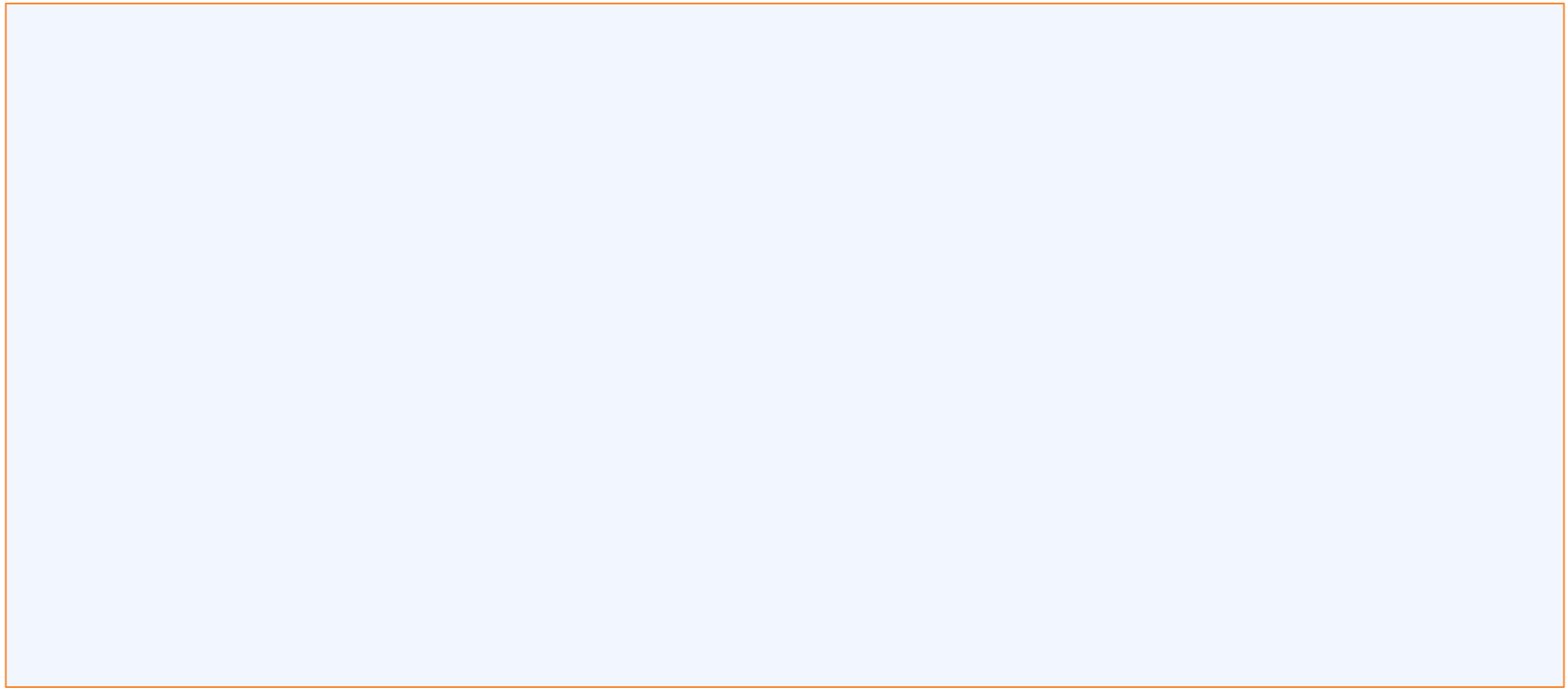
6. RESOLUTION

Describe how the conflict is resolved and the story ends.

Name: _____

Now you're ready! Write a plot summary using your notes from steps 1-6.

Summary



PLOT SUMMARY

A plot summary is a short description of the most important events in a work of fiction—a short story, a novel, a chapter of a novel, a play. It does not include irrelevant details or your opinions. Use the graphic organizer on the next slide to help you identify the most important events in any work of fiction.

TITLE & AUTHOR	1. What is the title? Who is the author?	
[SOMEBODY]...	2. Who is the main character?	
WANTED...	3. What does the character want to do?	
BUT...	4. What problem does the main character face?	
SO...	5. How does the character try to solve the problem?	
THEN...	6. Is the problem solved? How does the story end?	

Name: _____

Now you're ready! Write a plot summary using your notes from questions 1-6.

Plot Summary



Name: _____ Date: _____

USING PRECISE WORDS

Choosing words that are precise and descriptive helps you communicate your ideas clearly. It will also make your writing more interesting.

1. Consider this paragraph:

A form of "run" appears six times!

*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 dog. She stole my hat and **ran** away!" It must have been a great hat. I've never seen Cal **run** so fast.*

2. How could the paragraph be improved?

✓ Look for places where the language could be more specific.

Was Cal sprinting, speeding, or racing? Did the speaker rush or tear after him? Did the dog dart, bolt, or trot away? Think about how each of these words conveys a different meaning.

✓ Use a thesaurus to find other words for **run**.

Remember, though: A thesaurus gives words that have *similar* meanings, not the *same* meanings. Be sure to look up unfamiliar words.

3. Now read it. Better, right?

*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 **chasing** after the 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 *amazing*.

Erin just called with some **amazing** news. Her family is planning a vacation to the island of St. Croix, and I'm invited! Erin says that St. Croix is an **amazing** place to visit, with **amazing** beaches and a lot of opportunities for snorkeling. She promises we'll see some truly **amazing** fish. Erin is an **amazing** friend, and her family is **amazing** too. I can hardly wait for our **amazing** island vacation together!

Name: _____

VARY YOUR SENTENCES

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

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

#1

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

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

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

#2

Combine sentences.

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

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

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

#3

Link two sentences to form a compound sentence.

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

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

#4

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

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

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

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

My brother Don and I made a pizza. We made the dough. We measured out the flour. We measured the salt. We measured the yeast. We measured the water. We measured the olive oil. We combined the ingredients. We made a ball of dough. Don kneaded the dough. I rolled out the dough. We put sauce on the pizza. We put toppings on the pizza. I put pepperoni on the pizza. Don put mushrooms on half the pizza. I don't like mushrooms. We covered it all with cheese. We baked it in the oven. We ate the whole thing in 15 minutes.

Goats in Trees Contest

Read our article about how goats in Morocco help to spread the seeds of argan trees. Then follow the prompts in the circles to revise and polish the writing. Send your revised article to Goats in Trees Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY March 14, 2022.

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

Name: _____

PLAN YOUR LETTER

Read the infographic "Choose the Next Olympic Sport!" Then complete this activity to help you plan a letter explaining why either Ultimate Frisbee or parkour should be the next Olympic sport.

1. Choose a sport.

Should parkour or Ultimate Frisbee be the next Olympic sport? Write your answer below.

2. Decide what to include.

Jot down information from the infographic that you might want to include in your letter. (Hint: Use information that shows why this sport is so great—and why it's a better choice than the sport you didn't choose.)

Letter Guidelines

Now it's time to start crafting your letter.
Use a separate piece of paper or document.

The Hook

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

The Claim

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

Middle

Explain to your reader why the sport you chose belongs at the Olympics, using the ideas you wrote in the chart.

End

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

Writing Tips

- ✓ Use transition words and phrases.
- ✓ Vary the length and structure of your sentences to keep writing lively.
- ✓ Make sure the information you provide supports your central claim.
- ✓ Read your first draft. What could you express more clearly or in a more interesting way? Incorporate changes in your second draft.
- ✓ Proofread your second draft. Check your spelling, punctuation and grammar.

Olympics Contest

It's your job to pick one of these sports (parkour or ultimate Frisbee) for the next Olympics. Write a persuasive letter explaining your choice. Send it to Olympics Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ clarity and organization
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

Teacher's name: _____ Teacher's email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

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