

~> 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

NUMBER OR AMOUNT?

These two words are easy to mix up.
In this activity, you'll learn how to use these commonly confused words.
Then you'll practice using them. Ready? Let's get started!

NUMBER and AMOUNT:

What's the difference?

Use **NUMBER** to refer to things
you **CAN** count.

Examples

Andre doubled the **number** of eggs called
for in the recipe.

Shayla was delighted by the **number** of
people who came to her piano concert.

Is the **number** of candles on that birthday
cake correct?


Use **AMOUNT** to refer to a
quantity of something you
CANNOT count.

Examples

I spend a large **amount** of time playing
chess; it's my favorite game!

No **amount** of scrubbing will remove the
ink on that desk.

We raised a record **amount** of money for
our class trip.

Directions: Drag a  above the word in each boldfaced pair that best completes the sentence.

1. The traffic jam caused a large **number/amount** of people to be late for the party.
2. Tyrell reached into his backpack and pulled out a small **number/amount** of books.
3. My grandmother puts the perfect **number/amount** of peanut butter on my sandwiches.
4. Selena insists on having the same **number/amount** of ice cubes in each glass.
5. There is always a certain **number/amount** of confusion backstage before the show.
6. The **number/amount** of food we will need to cook will depend on the **number/amount** of people who say they are coming to the party.

Directions: Write your own sentence using *number* or *amount*.

Name: _____

DO NOW: PLAY WITH GREEK AND LATIN ROOTS.

The word *dinosaur* is from the Greek *deinos* (terrible) and *sauros* (lizard). The names of dinosaurs and other reptiles that lived during their time are often made up of combinations of Greek and Latin roots that describe the animals' characteristics.

Directions: Use the roots in the chart to figure out the meanings of the names in the numbered list below. Next to each name, write its meaning. We did the first one for you.

allo	strange	loph	crest	proto	first
brachio	arm	morph	form	raptor	robber
bronto	thunder	nano	dwarf	rex	king
cerat, ceros	horned	odon	tooth	saur, saurus	lizard
di	two	ops	face	tri	three
ichthys	fish	plesio	near	tyranno	tyrant
lio	smooth	pleuro	side	veloci	speedy

- | | |
|---------------------------------------|-------------------------|
| 1. <i>Allosaurus</i> = strange lizard | 6. <i>Plesiosaurus</i> |
| 2. <i>Protoceratops</i> | 7. <i>Dimorphodon</i> |
| 3. <i>Tyrannosaurus rex</i> | 8. <i>Dilophosaurus</i> |
| 4. <i>Ichthyosaur</i> | 9. <i>Velociraptor</i> |
| 5. <i>Liopleurodon</i> | 10. <i>Triceratops</i> |

On the back of this page, illustrate your favorite animal from the list, or combine some roots to create an imaginary animal to illustrate.

Name: _____

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

Vocabulary

"The Bone Hunter"

1. **carnivorous** (karh-NIV-er-uhs) *adjective*; A carnivore (KAHR-nuh-vohr) is an animal that feeds on flesh. In other words, it eats meat.

The adjective *carnivorous* means "meat eating." Lions, alligators, and penguins are all carnivorous. There are also a few carnivorous plants, such as the Venus flytrap, which eats insects and spiders.

2. **embedded** (em-BEH-did) *adjective*; *Embedded* means "fixed or snugly enclosed in a surrounding material." You might get a splinter embedded in your finger. A jewel might be embedded in the gold band of a ring.

Embedded can also be used figuratively. A wonderful day might be forever embedded in your memory.

3. **excavate** (EKS-kuh-vayt) *verb*; As it is used in the article, *excavate* means "to uncover something by carefully digging away dirt and removing the earth that covers it."

For example, when excavating dinosaur fossils, scientists might first use bulldozers to dig away chunks of rock and soil, then move on to finer tools like drills, chisels, and brushes.

4. **fossil** (FOS-uhl) *noun*; A fossil is the preserved remains or traces of an ancient animal or plant. Fossils are created when minerals seep into part or all of a dead plant or animal—or into something like a footprint—and turn it into rock. This process can take thousands or even millions of years. Leaves, shells, teeth, feathers, and bones are among the things that can become fossils.

5. **prestigious** (preh-STEE-juhs) *adjective*; If something is prestigious, it is honored, recognized, and respected. An Olympic medal is a prestigious award. A prestigious music school is one with an excellent reputation.

6. **prominent** (PRAH-muh-nuhnt) *adjective*; Someone or something that is prominent is important and widely known. Martin Luther King Jr. was a prominent leader in the civil rights movement.

7. **remnant** (karh-NIV-er-uhs) *adjective*; As used in the article, *remnant* means "a part of something that remains or is left behind." If there is a balloon floating around the gym on the morning after a school dance, you could say that the balloon is a remnant of the dance.
8. **specimen** (SPEH-suh-muhn) *noun*; As used in the article, *specimen* refers to an individual plant or animal sample that is collected, studied, and displayed by scientists as an example of its species.
9. **trove** (trohv) *noun*; A trove is a delightful or valuable collection of something. You might find a trove of candy in your grandma's pantry. A character in a novel might happen upon a trove of new clues that help solve a mystery.

Name: _____

Vocabulary Practice

"The Bone Hunter"

Directions: Below are titles and summaries of imaginary books. Choose the best title for each book. Briefly explain your choices. (There is one title you will not use.)

BOOK TITLES

- | | |
|-----------------------------------|---------------------------------------|
| A. <i>A Trove of Fossils</i> | C. <i>The Carnivorous Creature</i> |
| B. <i>Searching for Specimens</i> | D. <i>Prominent Pups of Instagram</i> |

1. Six scientists studying plant life on a desert island think they're in a picture-perfect paradise. But after they find half-eaten animals outside their tents, they realize the island might be more dangerous than they thought.

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

2. After climbing into an ancient asteroid crater, two teens uncover a large quantity of preserved plant and animal remains. Will their discovery change everything we thought we knew?

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

3. Detective Brann is on a quest to find the rare bird feathers that were stolen from a display case in the Museum of Natural History. What he finds instead will shock you.

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

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

4. **remnants**
a. remainders
b. extras

6. **excavate**
a. dig up
b. cover up

8. **prestigious**
a. disliked
b. respected

5. **embedded**
a. forgotten
b. enclosed

7. **prominent**
a. famous
b. unrecognizable

Name: _____

Close-Reading Questions

"The Bone Hunter"

1. In the introduction, what does the authors' use of imagery help readers understand about the Mesozoic era? (author's craft)
2. How does the section "Monsters and Giants" contribute to the article? (text structure)
3. The authors write, "Soon Mary would find the skeleton that would alter the course of her life." How did the skeleton alter the course of Mary's life? What else did her discovery alter? (key ideas and details)
4. Why might the authors have wanted to quote Dr. Anjana Khatwa? What do her words add to the article? (author's purpose, cause and effect)

Name: _____

Critical-Thinking Questions

"The Bone Hunter"

1. Reflect on the timeline "Earth: A Brief History." In what ways, if any, does this timeline cause you to think differently about humans' place in Earth's history?

2. How does scientific understanding of the natural world change over time?

Name: _____

MARY ANNING’S JOURNAL

Read “The Bone Hunter.” 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:

Write a series of three short journal entries from Mary Anning's point of view.
Use the article for ideas about events or experiences to write about.

First, let's brainstorm a list of topics Mary Anning might write about.



JOURNAL TOPIC BRAINSTORM

List Mary's major life events and accomplishments.

What expeditions and discoveries were happening during Mary's life?

What might Mary have wondered about?

JOURNAL TOPIC BRAINSTORM

What challenges did Mary face?

What might Mary have imagined for the future?

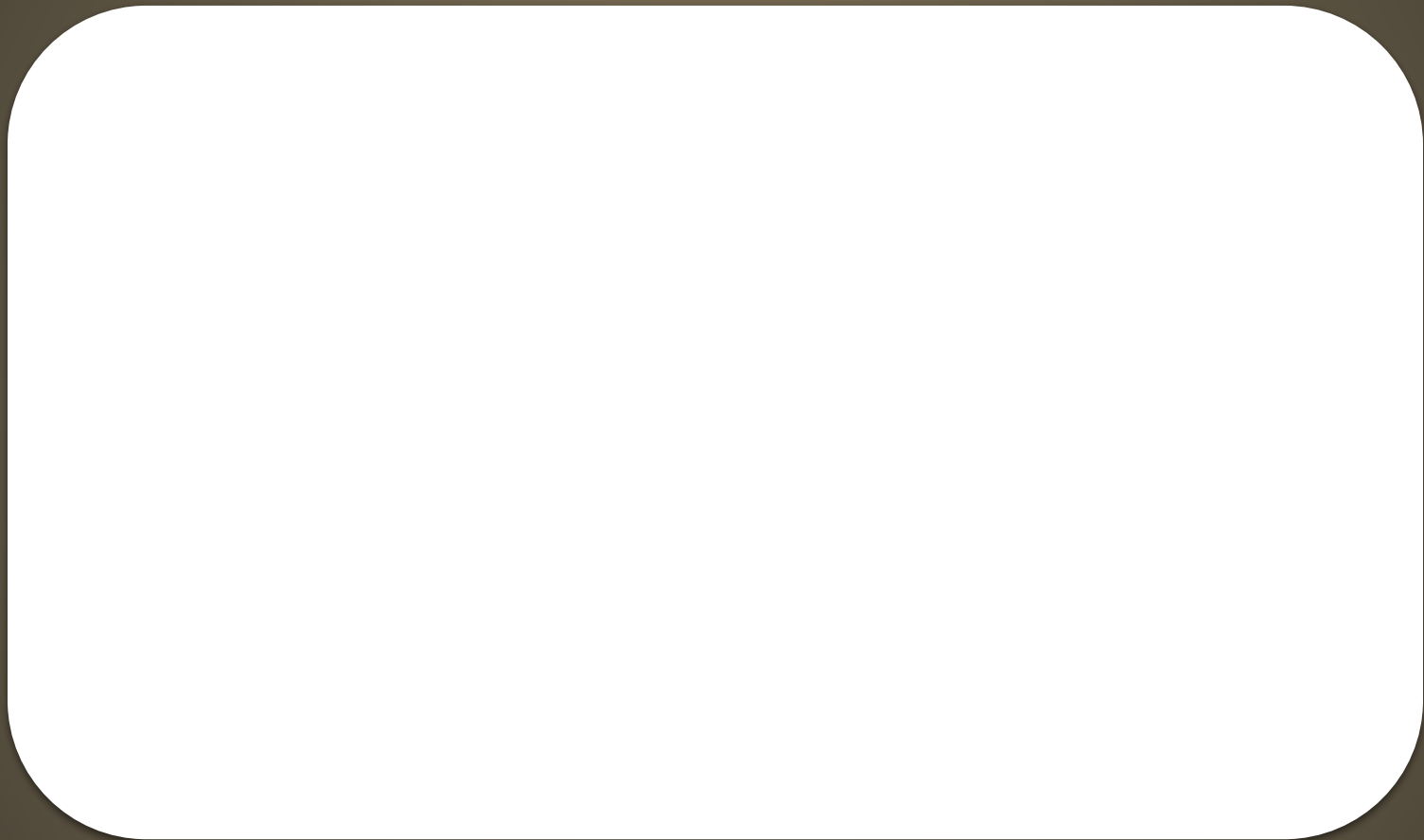
Are there any other events or experiences from Mary's life you might like to include?

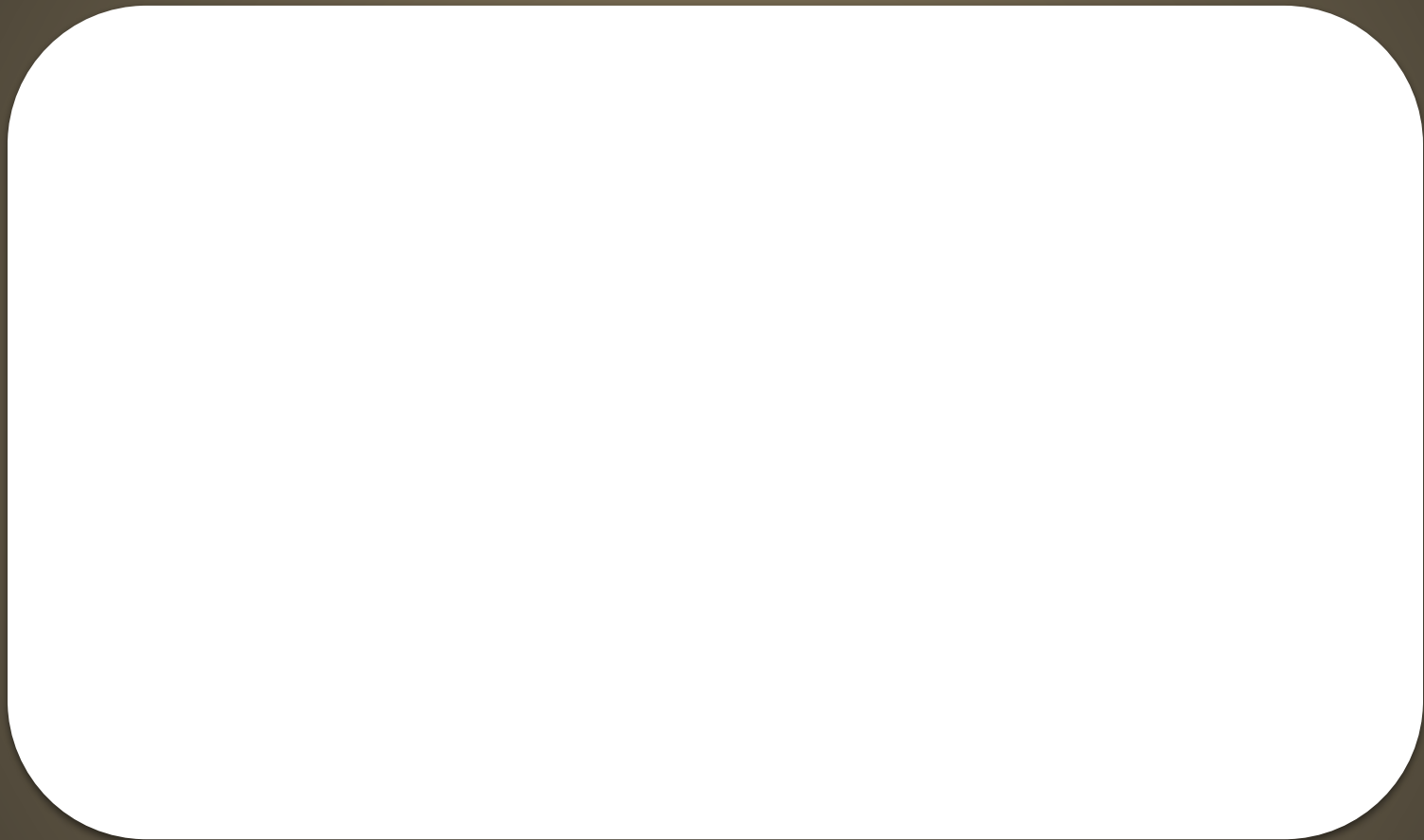
WHICH TOPIC(S) ARE MOST INTERESTING TO YOU? JOURNAL ABOUT THEM ON THE FOLLOWING SLIDES. REMEMBER, YOU ARE MARY!



BE SURE TO INCLUDE A DATE
FOR EACH ENTRY.







CHOICE BOARD

"THE BONE HUNTER"

Write a scene set in 1811 at the museum that purchased Mary Anning's ichthyosaur fossil. Your scene should portray the reaction of museumgoers as they view the 17-foot-long skeleton for the first time. Keep in mind that in 1811, people had never heard of dinosaurs, and few accepted the idea that animals could become extinct.

Imagine you work for the Geological Society of London. In honor of Mary Anning, the society has decided to create a scholarship for young women in science. Write a speech to be delivered at its annual meeting that explains why the society decided to honor Mary and her important accomplishments.

Go through the article and note any words, phrases, sentences, or text features that help you picture what the ichthyosaur looked, sounded, and acted like. Use these descriptions as inspiration to write a myth about the "fish lizard" ichthyosaur.

Write a series of three short journal entries from Mary Anning's point of view. Use the article for ideas about events or experiences to write about.

Note: This is the contest prompt that appears at the end of 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 "The Bone Hunter."

1. Who or what is the article mainly about?

2. Where and when does the article take place?

3. What significant event does the article describe?

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

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

Directions: Write an objective summary of “The Bone Hunter.” 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 “The Bone Hunter”

[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 "The Bone Hunter."

In 1811 on a beach in Lyme Regis, England, 12-year-old Mary Anning

What did Mary discover?

_____. At the

Why was her discovery shocking?

time, _____.

What new field emerged?

Mary's discovery helped start _____.

What did Mary do in the years after her discovery?

In the coming decades, _____.

What challenges did Mary face as a woman?

But because Mary was a woman, she was not _____.

Some male scientists even took credit for Mary's work. Today, Mary

What is Mary's legacy? (Hint: Think about what Dr. Khatwa says about her.)

is recognized as _____.

Name: _____

EXPLORING TEXT FEATURES

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

Answer the questions below to explore the text features in "The Bone Hunter."

1. Study the photo 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 "Sea Monsters" photo and illustration. How do these features help you better understand the story?

3. What do the photos and caption titled "Dinomania" add to the story?

4. Look at the timeline "Earth: A Brief History." Why do you think the author included this information?

Name: _____

EXPLORING TEXT STRUCTURE: DESCRIPTION, SEQUENCE OF EVENTS, CAUSE/EFFECT

Directions: Read "The Bone Hunter." Then complete this activity to organize information in the article using text structures.

Description

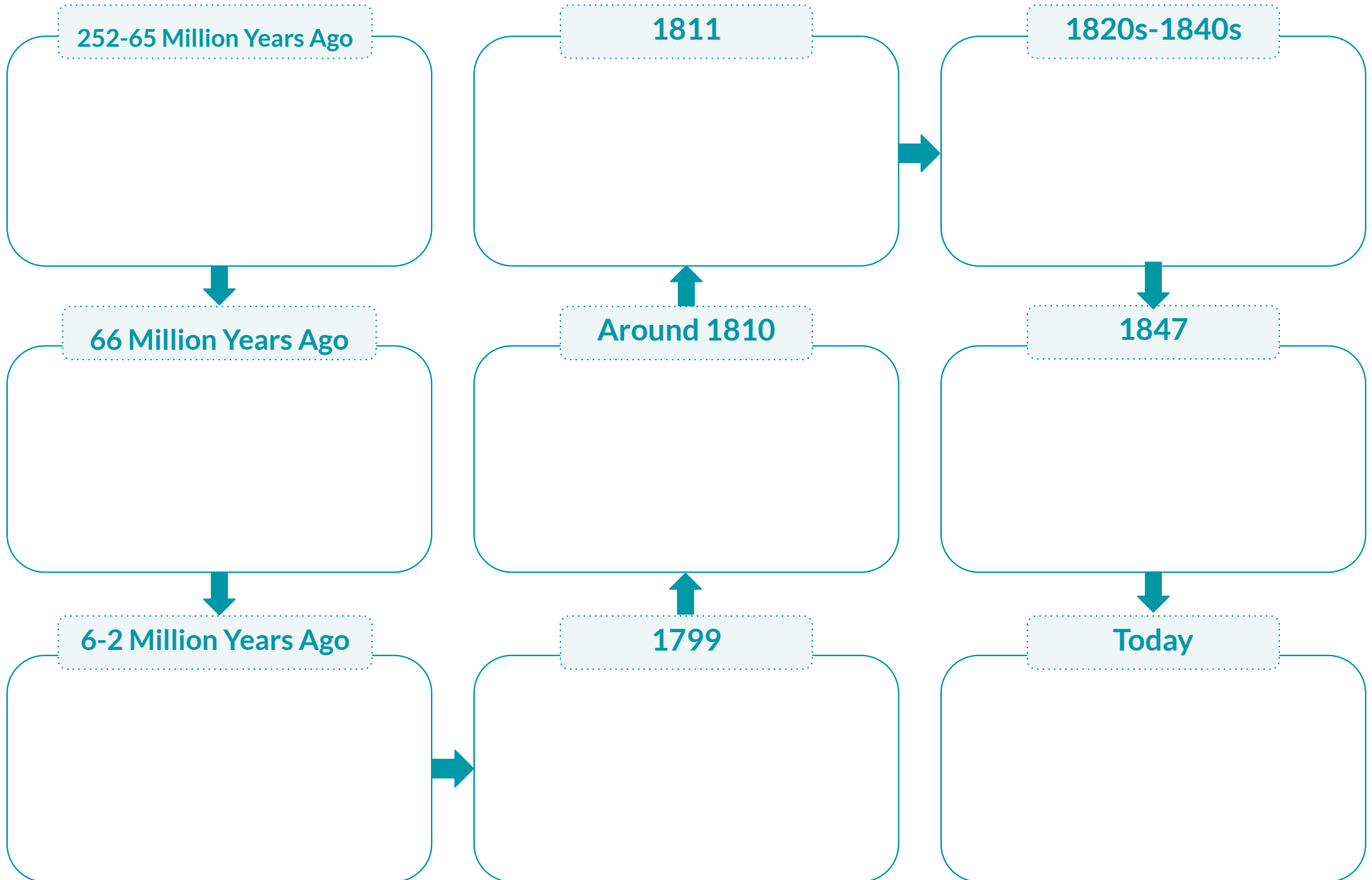
What do the authors describe in the introduction?
What does this description help readers understand?

Sketch the world as the authors describe it below!

START HERE!
↓

**Sequence of
Events**

Follow the arrows to complete a timeline of events as detailed in the article "The Bone Hunter."



Cause and Effect

Cause

Cause

Effect

Today, Mary Anning is not as famous as other important scientists from history.

Name: _____

EXPLORING TEXT STRUCTURE: DESCRIPTION, SEQUENCE OF EVENTS, CAUSE/EFFECT

Directions: Read "The Bone Hunter." Then complete this activity to organize information in the article using text structures.

Description

What do the authors describe in the introduction?
What does this description help readers understand?

Sketch the world as the authors describe it below!

START HERE!

Sequence of Events

Follow the arrows to complete a timeline of events from the article "The Bone Hunter." Use details from the article.

252-65 Million Years Ago

Dinosaurs and other prehistoric creatures such as the ichthyosaur appear on Earth. They come to rule the planet.

1811

1820s-1840s

66 Million Years Ago

Around 1810

1847

Mary's father dies, leaving the family penniless. Mary searches for fossils to sell to support the family.

Mary dies at the age of 47. Her legacy lives on.

6-2 Million Years Ago

1799

Today

Cause and Effect

Cause

Hint: What kinds of barriers did women face in Mary's time?

Cause

Hint: How did scientists at the time treat Mary?

Effect

Today, Mary Anning is not as famous as other important scientists from history.

Name: _____

Video Discussion Questions

When Dinosaurs Roamed the Earth

Before reading "The Bone Hunter"

1. According to the video, how did the Earth itself change during the time of the dinosaurs (the Mesozoic era)?

2. Consider the footage of the paleontologists digging up fossils at 2:42. Based on what you see, what kind of qualities do you think a paleontologist might need to have?

After reading "The Bone Hunter"

3. How does the video add to your understanding of the article?

Name: _____

“The Bone Hunter” Quiz

Directions: Read “The Bone Hunter.” Then answer the questions below.

- The main purpose of the introduction is to _____.
 - help readers understand Mary Anning’s early life
 - outline Mary’s contributions to science
 - describe what Earth was like when ichthyosaurs lived
 - explain why Mary became interested in fossil hunting
- The authors write of the *Liopleurodon*, “It is a swimming killing machine that makes sharks look like kittens.” This line contains _____.
 - a simile that illustrates a *Liopleurodon*’s speed
 - a metaphor and a simile that emphasize the massive size of a *Liopleurodon*
 - a simile that illustrates a *Liopleurodon*’s strange snout
 - a metaphor and a simile that emphasize the fierceness of *Liopleurodon*
- The section “Unusual Rocks” uses a _____ text structure to _____.
 - sequence of events/describe important events in Mary’s childhood
 - cause and effect/recount how Mary found the fossil
 - compare and contrast/describe other discoveries of the time
 - problem and solution/describe how Mary got the ichthyosaur skeleton home
- Which set of words best describe how the authors portray Mary in the article?
 - stubborn and indecisive
 - determined and passionate
 - poor and lonely
 - jealous and bitter
- Which lines support your answer to Question 4? Choose TWO.
 - “The animal was an ichthyosaur, meaning ‘fish lizard’ in Greek.”
 - “For months, she returned to the beach, braving fierce waves and falling rocks.”
 - “Mary’s brother spotted it first—the 4-foot-long skull embedded in the sand, its giant eye peeking out.”
 - “Locals became accustomed to the sight of her—tattered coat pulled tight, fingernails caked with dirt, hair snarled by the salty air.”
- Consider this line: “At the time, women were barred from universities and most professions.” Which is the definition of the word *bar* as it is used in this sentence?
 - to prevent or forbid someone from doing something
 - a countertop where food or drink is served
 - a rectangular solid piece or block of something
 - a straight stripe, band, or line that is longer than it is wide

Name: _____

Constructed-Response Questions

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

7. What obstacles did Mary face as a woman in the field of science? Use text evidence to support your answer.

8. What were Mary's contributions to science? Support your answer with text evidence.

Name: _____

“The Bone Hunter” Quiz

Directions: Read “The Bone Hunter.” Then answer the questions below.

1. The main purpose of the introduction is to help readers understand _____.
 - A. Mary Anning’s early life
 - B. Mary’s contributions to science
 - C. what Earth was like when ichthyosaurs lived
 - D. why Mary became interested in fossils
2. The authors write of the *Liopleurodon*, “It is a swimming killing machine that makes sharks look like kittens.” This figurative language emphasizes how _____ the *Liopleurodon* was.
 - A. fast
 - B. large
 - C. cute
 - D. fierce
3. The section “Unusual Rocks” uses a sequence of events text structure to _____.
 - A. describe Mary’s childhood
 - B. explain how Mary found the ichthyosaur
 - C. explain what Lyme Regis, England is like
 - D. describe Mary’s father
4. In the section “Even More Fantastic,” the authors portray Mary as _____.
 - A. lonely
 - B. dedicated
 - C. ordinary
 - D. friendly
5. Which lines support your answer to Question 4? (Choose TWO.)
 - A. “The animal was an ichthyosaur, meaning ‘fish lizard’ in Greek.”
 - B. “For months, she returned to the beach, braving fierce waves and falling rocks.”
 - C. “Mary’s brother spotted it first—the 4-foot-long skull embedded in the sand, its giant eye peeking out.”
 - D. “Mary painstakingly chipped away at the rock surrounding the skeleton.”
6. In the line “At the time, women were barred from universities and most professions,” *barred* most closely means _____.
 - A. banned
 - B. removed
 - C. protected
 - D. employed

Name: _____

Constructed-Response Questions

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

7. What obstacles did Mary face as a woman in the field of science? Use text evidence to support your answer.

8. Why was Mary's ichthyosaur discovery important? Support your answer with text evidence.

The Bone Hunter Contest

Write a series of three short journal entries from Mary Anning's point of view. Use the article for ideas about events or experiences to write about. Send your work to The Bone Hunter Contest. Three winners will each get *Dinosaurs* by Michael J. Benton.

Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ good organization and transitions
- ✓ 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 April 18, 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

Escape from the Hindenburg

1. **fleet** (**fleet**) *noun*; A fleet is a group of ships, aircraft, or other vehicles that move or work together, as in “There were more than 500 ships in the enemy fleet” or “Amazon is creating a fleet of electric delivery vans.”
2. **mess hall** (**mes hawl**) *noun*; A mess hall is a place where meals are regularly served to a group.
3. **ominous** (**AH-muh-nuhs**) *adjective*; Something that is ominous suggests that something bad or unpleasant is going to happen. Ominous dark clouds might roll in before a big storm. Ominous music might start to play in a movie as an evil character comes on-screen.
4. **promenade** (**prah-muh-NAHD**) *noun*; A promenade is a wide path, often built next to a sea, lake, or river, made for strolling.

As used in the play, *promenade* refers to a kind of deck found on some ships. On a sailing ship, a promenade deck is an outdoor walkway that circles the ship. On an airship like the *Hindenburg*, a promenade was fully enclosed but with the outer wall made of windows so people walking along could see outside. (*Promenade* comes from the French word for “a leisurely walk.”)

5. **sabotage** (**SA-buh-tahzh**) *verb or noun*; To sabotage something is to damage or destroy it on purpose so that it fails or doesn’t work correctly.

Imagine that Roger is angry at his neighbor for mowing the lawn early in the morning and making a lot of noise. Roger might sabotage his neighbor’s lawn mower by pouring sand into the gas tank. (Not cool, Roger.)

As a noun, *sabotage* refers to the deliberate destruction of property, as in “Roger used sabotage to disable the lawn mower.”

6. **stifle** (**STAHY-fuhl**) *verb*; *Stifle* means “to stop yourself or someone else from doing or expressing something.” You might stifle a giggle to avoid being rude while someone is telling a serious story, or you might stifle a friend who’s about to ruin a surprise.

Name: _____

Vocabulary Practice

Escape from the Hindenburg

Directions: Choose the best answer to each question.

1. **When would Jasmine be more likely to stifle a yawn?**
 - a. while she is getting ready for bed
 - b. while she is competing in a debate
 2. **Which scenario is an example of sabotage?**
 - a. Kaitlyn and Ella are competing in a bicycle race. The night before the race, Kaitlyn secretly messes with Ella's bicycle so that it doesn't work properly.
 - b. Kevin and Ethan are competing in a marathon. They are running side by side for a while, but then Ethan pulls ahead and loses sight of Kevin. Ethan never sees Kevin again during the race, but when Ethan crosses the finish line, he discovers that Kevin has already finished. How could this be? Because Kevin cheated and took a shortcut!
-

Directions: Answer each question below.

3. **Which is more like a mess hall: a cafeteria or a gym? Explain.**
4. **Which is more like a promenade: a sidewalk or a car? Explain.**
5. **What might be an ominous sign to come home to?**
6. **Write a sentence about school buses using the word *fleet*.**

Name: _____

Close-Reading Questions

Escape From the Hindenburg

1. In Scene 1, how does Opa react to the recording of the eyewitness account of the *Hindenburg* disaster? Why does he react this way? Use details from the play to support your answers. (character, foreshadowing)
2. When Max meets Bree and Jaden in Scene 3, who does he think they are? (inference)
3. What does the sidebar “Ship of Wonder” help readers understand? (text features)
4. The sidebar titled “The Mystery: What Happened?” provides important background information that helps readers better understand which lines in the play? (text features)

Name: _____

Critical-Thinking Questions

Escape From the Hindenburg

1. How has air travel changed since the 1930s? What effect do you think the *Hindenburg* disaster had on how we travel?
2. Based on details in the play, do you think Bree and Jaden travel back in time to the *Hindenburg*, or are they in some interactive part of the museum, as Jaden proposes?
3. In Scene 5, Jaden says, “What if what we do here in 1937 somehow leads to something else happening—something even worse? One small change could begin a chain of events—” Is there something in history that you would change if you could? What might happen as a result of that change?
4. People often compare the *Titanic* and the *Hindenburg*. What similarities and differences exist between them?

Name: _____

YOUR AIRSHIP AD

Read [Escape From the Hindenburg](#). Then use details from the play and text features to answer the questions on the following slide. This planner will help you respond to the prompt that appears at the end of the play.



1. List adjectives used to describe zeppelins.

2. What made traveling by airship more appealing than traveling by airplane or ocean liner?

3. What other words, lines, or phrases helped you imagine zeppelins and zeppelin travel?



NOW YOU'RE READY TO WRITE!

The prompt at the end of the play says:

Create an advertisement for a zeppelin voyage, drawing on details from the play and the text features. Your advertisement can be in the form of a poster or a radio ad.

POSTER TIPS

- Make sure it's readable from a distance.
- Use imagery, color, and words to help potential passengers visualize a zeppelin voyage.
- Don't forget important voyage details—destination, price, etc.

RADIO AD TIPS

- Will it be just your voice? A group of people acting out a skit? Be original!
- Make good use of sound and words to help potential passengers imagine a zeppelin voyage.
- Don't forget important voyage details—destination, price, etc.

CHOICE BOARD

ESCAPE FROM THE HINDENBURG

Create an advertisement for a zeppelin voyage, drawing on details from the play and text features. Your advertisement can be in the form of a poster or a radio ad.

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

Write a new scene for the play in which Jaden and Bree tell Opa that they are the ones who rescued him. What would Opa say to them? How would he describe his experience on the *Hindenburg*? How would Jaden and Bree explain how they are only teenagers today?

With at least one classmate, go to Scope Online to read [“The Flaming Sky”](#) and [“Would You Ride on That?”](#) Then discuss: Could zeppelins ever be as popular as they were in the time of the *Hindenburg*?

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

Jaden and Bree go back in time to an important event in history. If you could be transported to a certain time and place or a particular historical event, what would you choose? Why? What would you hope to observe firsthand? What would you hope to understand?

Name: _____

MAKING INFERENCES

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

Directions: Read *Escape from the Hindenburg*. Then fill in the chart below by answering the questions that appear in *italics*. We filled in the first row for you.

Clues	Inference
<p>Consider how Opa responds when Herb Morrison's account of the <i>Hindenburg</i> crash plays in Scene 1:</p> <p>Morrison (voice-over): It's falling! It's crashing! Get out of the way! Oh, the humanity! Guide: The <i>Hindenburg</i> was destroyed in 34 seconds. SD3: Opa's face turns pale. Frida: Opa, are you OK? Opa: I need some air.</p>	<p>1. <i>How does Opa feel in this moment? Why does he feel this way?</i></p> <p>These details show that Opa feels uneasy. Perhaps he is having feelings of sickness or fright. Opa is likely feeling this way because, as we learn later in the play, Opa is in fact Otto, a child who survived the disaster.</p>
<p>2. <i>Find two lines that support the inference on the right.</i></p>	<p>Bree wants to prevent the <i>Hindenburg</i> disaster.</p>

Clues	Inference
<p>Consider how Max, a cabin boy, greets Bree and Jaden in Scene 3:</p> <p>SD1: A young man in an old-fashioned uniform enters. He holds out rags and a bucket. Max: Come on! Hurry up! Bree: What? Max: You must clean the windows. The passengers will be arriving soon! SD2: Jaden and Bree look at each other, dazed. Max looks at their strange, modern clothes. Max: You forgot your uniforms? <i>(sighs)</i> There are extras in that closet.</p>	<p>3. Who does Max think Bree and Jaden are?</p>
<p>Consider this moment in Scene 8:</p> <p>Morrison: Here it comes, ladies and gentlemen! What a great sight it is—a marvelous sight! SD2: Jaden squeezes Bree’s hand.</p>	<p>4. Why does Jaden squeeze Bree’s hand?</p>
<p>Consider the final line of the play:</p> <p>SD1: Bree walks back to the silver door and opens it, but behind it there is now only a concrete wall.</p>	<p>5. What does this line suggest about Bree and Jaden’s experience?</p>

Name: _____

Escape From the Hindenburg Quiz

Directions: Read *Escape From the Hindenburg*. Then answer the questions below.

1. **Why is Scene 2 important to the play? Choose TWO.**
 - A. It foreshadows that Bree will save Otto's life.
 - B. It introduces the character of Margaret Mather.
 - C. It introduces the character of young Otto.
 - D. It ends by signaling a transition from the present to the past.
2. **What is the purpose of the sidebar "Ship of Wonder"?**
 - A. to convince readers that airships are a better form of transportation than planes
 - B. to compare the cost of traveling today with the cost of traveling in the past
 - C. to help readers understand why people may have wanted to travel on an airship like the *Hindenburg*
 - D. to explain why people no longer travel on airships
3. **Which of Max's lines is an example of irony?**
 - A. "You must clean the windows. The passengers will be arriving soon!"
 - B. "Your first time abroad? Don't worry, it is very safe. We have crossed the Atlantic dozens of times. No problems!"
 - C. "You forgot your uniforms? (*sighs*) There are extras in that closet."
 - D. "Ah, good job. Come to the mess hall for dinner."
4. **The end of Scene 7 could be described as suspenseful. Which lines help create this mood? Choose TWO.**
 - A. **SD1:** Up on the promenade, passengers lean out open windows, waving.
 - B. **SD1:** Ominous clouds fill the sky. Lightning flashes and thunder rumbles as the airship approaches New Jersey.
 - C. **Jaden:** Bree, I'm scared.
 - D. **Bree** (*looking outside*): Woah, it's New York City!
5. **In Scene 8, SD3 says, "The front of the ship plummets." Based on context clues, what is the definition of *plummet*?**
 - A. to become or make larger
 - B. to sway gently from side to side
 - C. to fall or drop straight down at high speed
 - D. to hover slowly and lightly in the air
6. **Which words best describe Jaden and Bree in Scene 8?**
 - A. courageous and quick thinking
 - B. fearful and helpless
 - C. desperate and indecisive
 - D. tired and confused

Name: _____

Constructed-Response Questions

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

7. What is the mood of Scene 8? How does playwright Spencer Kayden create this mood? Use text evidence to support your answer.
8. Consider the last line of the play: “Bree walks back to the silver door and opens it, but behind it there is now only a concrete wall.” What does this line suggest?

Name: _____

Escape From the Hindenburg Quiz

Directions: Read *Escape From the Hindenburg*. Then answer the questions below.

1. **Why is Scene 2 important to the play? Choose TWO.**
 - A. It foreshadows, or hints, that Bree will save Otto's life.
 - B. It introduces the character of Margaret Mather.
 - C. It introduces the character of young Otto.
 - D. It ends by signaling a change from the present to the past.
2. **The sidebar "Ship of Wonder" helps readers understand why _____.**
 - A. airships are better than airplanes
 - B. air travel costs a lot of money
 - C. people may have wanted to travel on an airship like the *Hindenburg*
 - D. people no longer travel on airships
3. **In Scene 3, Max says, "Your first time aboard? Don't worry, it is very safe . . ." In this line, the playwright is using _____.**
 - A. a metaphor—the playwright is comparing two unlike things to describe the ship
 - B. irony—the audience is aware the ship isn't safe, but the character (Max) is not
 - C. hyperbole—the playwright is exaggerating how safe the airship is
 - D. personification—the playwright is describing the ship as if it has human qualities or characteristics
4. **The end of Scene 7 could be described as suspenseful. Which lines help create this mood? Choose TWO.**
 - A. **SD1:** Up on the promenade, passengers lean out open windows, waving.
 - B. **SD1:** Ominous clouds fill the sky. Lightning flashes and thunder rumbles as the airship approaches New Jersey.
 - C. **Jaden:** Bree, I'm scared.
 - D. **Bree (looking outside):** Woah, it's New York City!
5. **In Scene 8, SD3 says, "The front of the ship plummets." Based on context clues, to plummet means to _____.**
 - A. expand
 - B. rise
 - C. drop
 - D. soar
6. **Which term best describes Jaden and Bree in Scene 8?**
 - A. quick thinking
 - B. amazed
 - C. confused
 - D. tired

Name: _____

Constructed-Response Questions

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

7. The mood of Scene 8 could be described as frightening and suspenseful. How does playwright Spencer Kayden create this mood? Use text evidence to support your answer.
8. Consider the last line of the play: “Bree walks back to the silver door and opens it, but behind it there is now only a concrete wall.” What does this line suggest?

Zeppelin Contest

Create an advertisement for a zeppelin voyage, drawing on details from the play and the text features. Your advertisement can be in the form of a poster or a radio ad. Send it to Zeppelin Contest. Three winners will each get *How Do You Live?* by Genzaburō Yoshino.

Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ 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 April 18, 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: _____

DO NOW: PLAY WITH WORDS.

Task 1: A collective noun refers to a group of people or things—like *family* or *team*. The collective nouns used as names for groups of animals can often be strange, funny, or extremely fitting—like a swarm of bees or a cackle of hyenas. In the box below, draw a line to match each collective noun on the left with the group of animals you think it refers to on the right.

Collective Noun	Animal
crash	hippopotamuses
tower	penguins
tuxedo	owls
lounge	cats
destruction	sharks
bloat	crows
parade	lizards
shiver	rhinoceroses
murder	giraffes
parliament	elephants

Task 2: Now imagine it's your job to come up with the collective noun for referring to a group of rats. What would you call them? (You can propose more than one name if you'd like!) Be prepared to explain why you chose the name(s) you did.

Name: _____

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

Vocabulary

"Ewwww!"

1. **abundance** (uh-BUHN-duhns) *noun*; If there is an abundance of something, there is a large quantity of it. A forest has an abundance of trees. A library has an abundance of books.
2. **contaminated** (kuhn-TAM-uh-neyt-id) *adjective*; As a verb, *contaminate* means "to mix with something unwanted, unclean, or harmful." As an adjective, *contaminated* is used to describe something that has been polluted in some way, as in "Do not use that water to brush your teeth! It is contaminated with harmful chemicals."
3. **culprit** (KUHL-prit) *noun*; A culprit is a person or thing responsible for something wrong or bad, as in "My shoes are all chewed up! I'm sure my puppy is the culprit" or "There was a robbery last week. The culprits have not been identified."
4. **scourge** (skurj) *noun*; A scourge is a person or thing that causes great trouble or suffering. A disease that affects many people, an outbreak of crime, and a zombie invasion could all be described as scourges.

Name: _____

Vocabulary Practice

"Rats"

Directions: Choose the best answer to each question.

1. **In a detective movie, the culprit is the one who**
 - a. witnessed the crime taking place.
 - b. committed the crime.
 2. **If you have an abundance of rice in the pantry, you**
 - a. need to buy more at the grocery store.
 - b. have plenty of it.
 3. **Which might be considered a scourge?**
 - a. poison ivy, a plant that causes a terribly itchy rash
 - b. a sunflower, a beautiful flower with delicious seeds
 4. **Contaminated food**
 - a. is safe to eat.
 - b. should not be eaten.
-

Directions: Answer each question below.

5. **Name something in your classroom or home that there is an abundance of.**
6. **Dan can't stop yawning; he can hardly keep his eyes open. What might be the culprit?**
7. **Finish the last line of the summary for the imaginary book below. Use one of the four vocabulary words.**

The Mystery of the Science Lab: A scientist believes someone has been tampering with his collection of cells, adding harmful substances to each sample. He

Name: _____

Close-Reading Questions

"Ewwww!"

1. Consider the title, subtitle, and opening photograph. What attitude toward rats do these text features convey? (text features, tone)
2. How does author Allison Friedman use figurative language in the introduction? How does this shape the tone of the article? (figurative language, tone)
3. Friedman writes that "rats did more than just get on our nerves. They also brought misery and death." According to the article, what misery and death are rats responsible for? (key ideas and details)
4. How does the section "Cleaning Up Our Nests" contribute to the article? How does it relate to the introduction? (text structure)

Name: _____

Close-Reading Questions

"Awww!"

1. Consider the title, subtitle, and opening photograph. What attitude toward rats do these text features convey? (text features, tone)
2. Compare the language authors Allison Friedman and Kristin Lewis use to describe rats' climbing abilities. How does this language convey different tones? (tone)
3. Compare the details Lewis and Friedman include related to the topic of disease. How do these details affect your understanding of rats? (tone)

Critical-Thinking Questions

“Ewwwww!” and “Awwwww!”

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Name: _____

ANALYZING TONE

Read “Rats”. Then complete this activity to help you respond to the prompt that appears at the end of the articles.

The prompt at the end of the articles says:

The two articles you just read present different perspectives on rats. Analyze each author's tone. How does reading two passages with different perspectives affect your understanding of rats? Support your analysis with text evidence.

Use the charts on the following slides to help you analyze each author's tone.



1. COMPARE TEXT FEATURES.

Describe each text feature and the attitude it conveys toward rats. *(We started the first row for you.)*

	"EWWWW!"	"AWWWWW!"
Title	"Ew" is an expression of disgust. This title suggests that author Allison Friedman finds rats revolting.	
Subtitle		
Opening image		

2. COMPARE THE AUTHORS' WORD CHOICES.

List words the authors use to describe or refer to rats that reveal their attitudes toward rats.

	"EWWWWW!"	"AWWWWW!"
Adjectives		
Verbs		
Nouns		

3. COMPARE THE DETAILS EACH AUTHOR INCLUDES.

Record a detail each author includes about each of the topics listed. (We started the first row for you.)

	"EWWWWW!"	"AWWWWW!"
Rats and disease	"The plague is just one of more than a dozen diseases that rats can spread to us." (p. 21)	
Rats and cleanliness		
Rats' physical abilities		

4. BASED ON WHAT YOU WROTE IN THE CHARTS, COMPLETE THESE SENTENCE STEMS!

Author Allison Friedman expresses the
view that rats are . . .



Author Kristin Lewis expresses the
view that rats are . . .



Friedman's tone could be described as . . .
(Drag a ★ onto all that apply.)

ADORING

CONCERNED

DISGUSTED

DISLIKING

NEGATIVE

Lewis's tone could be described as . . .
(Drag a ★ onto all that apply.)

ADMIRING

ANGRY

CONFUSED

POSITIVE

IMPRESSED



Reading "Ewww!" helps me understand . . .

A large, empty rectangular box with a thin yellow border, intended for a student to write their response to the prompt above.

Reading "Awww!" helps me understand . . .

A large, empty rectangular box with a thin yellow border, intended for a student to write their response to the prompt above.

NOW YOU'RE READY TO WRITE!

USE THE IDEAS AND TEXT EVIDENCE YOU RECORDED IN THIS ACTIVITY TO HELP YOU
WRITE YOUR ESSAY.



CHOICE BOARD

"EWWW!" AND "AWWWW!"

The two articles you just read present different perspectives on rats. Analyze each author's tone. How does reading two passages with different perspectives affect your understanding of rats? Support your analysis with text evidence.

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

Hunt down all the dates in "Ewww!" and create an illustrated timeline of events for the history of rats. Create a small drawing to represent each event.

Create a poster or flyer that gives people tips on controlling the rat population. Imagine this poster or flyer will hang on the streets in your neighborhood. Make a list of actions people can take, explain how those actions will help, and add a drawing or two to catch people's attention.

Write a letter to a parent/guardian arguing why you should be allowed to get a pet rat.

Name:

FINDING AND USING TEXT EVIDENCE

Directions: Read “Ewwww!”
Then complete this activity to practice finding and using text evidence.

1. Drag a ✓ onto the two pieces of text evidence from “Ewwww!” that support the claim below.

Claim

Rats have been bothering humans for thousands of years.

Claim

A. “People can get infected by touching rats, getting bitten by them, or eating food contaminated with their urine or excrement.”

B. “In ancient Egypt, cats were honored as special animals. Why? In part because they helped chase rats from people’s homes.”

C. “From the 1400s to the 1600s, people in Europe tried to take rats to court for their ‘crimes’ against humans.”

D. “In fact, the number of rats in cities has *risen* by about 20 percent over the past 10 years, according to Robert Corrigan, a scientist and an expert in controlling rats.”

2. A. Read the claim and the piece of text evidence from “Ewww!” that supports it below. Then find a piece of text evidence from that supports the same claim.

Claim

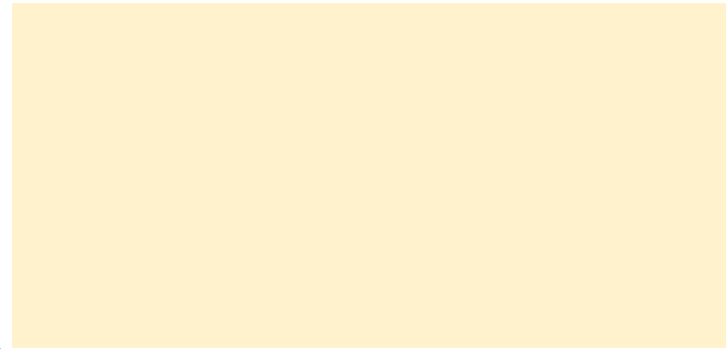
Rats can be dangerous.

Claim

Text Evidence 1:

“The plague is just one of more than a dozen diseases that rats can spread to us. In the past 1,000 years, diseases carried by rats are thought to have caused more deaths than all wars on Earth combined.”

Text Evidence 2:



B. Explain your choice. How does the evidence support the claim?

A large yellow rectangular box with a thin black border, intended for student response. It is currently empty.

3. Now it's your turn. In the box below, write a paragraph explaining why humans are part of the rat problem.

Tips

- Be sure to include a topic sentence.
- Use at least one piece of text evidence in the form of a direct quote or a paraphrase.
- Explain how the evidence supports your claim.

Your Paragraph

Name:

FINDING AND USING TEXT EVIDENCE

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

1. Drag a ✓ onto the two pieces of text evidence from “Ewwww!” that support the claim below.

Claim

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Claim

A. “People can get infected by touching rats, getting bitten by them, or eating food contaminated with their urine or excrement.”

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2. A. Read the claim and the piece of text evidence from “Ewwww!” that supports it below. Then find a piece of text evidence from that supports the same claim.

Claim

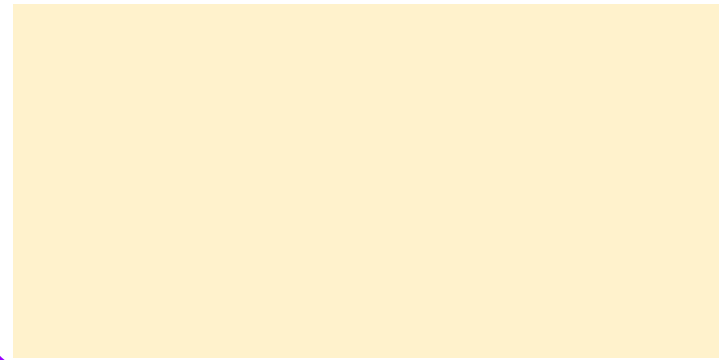
Rats can be dangerous.

Claim

Text Evidence 1:

“The plague is just one of more than a dozen diseases that rats can spread to us. In the past 1,000 years, diseases carried by rats are thought to have caused more deaths than all wars on Earth combined.”

Text Evidence 2:



B. Explain your choice. How does the evidence support the claim?

A large yellow rectangular box with a thin orange border, intended for student response.

Name: _____

Paired Texts Quiz

Directions: Read “Ewwww!” and “Awwww!” Then answer the questions below.

1. **Author Allison Friedman writes, “Rats and humans have been locked in battle for thousands of years.” This line**
 - A. shows how much rats and humans depend on one another.
 - B. compares rat and human strength.
 - C. depicts rats and humans as enemies.
 - D. compares rats to the plague.
2. **A list of animals that have become endangered because of rats would best fit into which section of “Ewwww!”?**
 - A. “Cleaning Up Our Nests”
 - B. “Traps, Poison, and Dogs”
 - C. “Rat Explosion”
 - D. “Disease Spreaders”
3. **What are the main purposes of the section “Cleaning Up Our Nests”? Choose TWO.**
 - A. to acknowledge humans’ role in the rat problem
 - B. to inform readers how they can help control rat populations
 - C. to explain what climate change is
 - D. to describe new tools scientists are using to prevent rats from breeding
4. **The main purpose of “Ewwww!” is to _____, whereas the main purpose of “Awwww!” is to _____.**
 - A. teach readers about the plague; convince readers to get pet rats
 - B. present the problem of rats and explain what can be done to fix it; convince readers that rats are extraordinary
 - C. describe the garbage problem in the U.S.; explain why rats are heroic
 - D. raise awareness about species endangered by rats; introduce readers to the Chinese zodiac
5. **Author Kristin Lewis writes, “[Rats] hardly deserve to be so reviled.” Based on context clues, to revile is to**
 - A. regard with respect or warm approval.
 - B. speak about in a very critical or insulting way.
 - C. refuse to take notice of or acknowledge.
 - D. praise or compliment.
6. **Friedman writes, “Picture a rat in your mind: The grimy fur.” Which line from Lewis’s article presents an opposing viewpoint?**
 - A. “New research suggests that rats might have empathy too.”
 - B. “They’re clean too, grooming themselves even more than cats do.”
 - C. “That’s not surprising considering how clever and adaptable rats truly are.”
 - D. “Some rats learn to detect the disease tuberculosis.”

Name: _____

Constructed-Response Questions

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

7. Support the following claim with text evidence: *Friedman and Lewis both view rats as intelligent creatures.*
8. According to Friedman, how might humans be able to get the rat population under control? Support your answer using text evidence.

Name: _____

Paired Texts Quiz

Directions: Read “Ewww!” and “Awww!” Then answer the questions below.

1. Author Allison Friedman writes, “Rats and humans have been locked in battle for thousands of years.” This line depicts rats as
 - A. important creatures.
 - B. strong swimmers.
 - C. our enemy.
 - D. similar to humans.
2. Friedman writes, “Rats scarf down the eggs of birds and reptiles, which has caused the extinction of dozens of species and put dozens of others at risk.” This line supports the idea that rats are
 - A. strong.
 - B. clever.
 - C. dangerous.
 - D. dirty.
3. According to Friedman, how can readers help bring the rat problem under control? Choose TWO.
 - A. create less garbage
 - B. pick up litter
 - C. have rats as pets
 - D. train dogs to hunt for rats
4. The main purpose of “Awww!” is to
 - A. convince readers that humans are not to blame for the rat problem.
 - B. convince readers that rats are extraordinary creatures.
 - C. spotlight APOPO’s landmine rat mission.
 - D. introduce readers to the Chinese zodiac.
5. Author Kristin Lewis writes, “[Rats] hardly deserve to be so reviled.” Based on context clues, *reviled* most closely means
 - A. admired.
 - B. hated.
 - C. praised.
 - D. questioned.
6. Friedman writes, “Picture a rat in your mind: The grimy fur.” Which line from Lewis’s article presents an opposing viewpoint?
 - A. “New research suggests that rats might have empathy too.”
 - B. “They’re clean too, grooming themselves even more than cats do.”
 - C. “That’s not surprising considering how clever and adaptable rats truly are.”
 - D. “Some rats learn to detect the disease tuberculosis.”

Name: _____

Constructed-Response Questions

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

- Support the following claim with text evidence: *Friedman and Lewis both view rats as intelligent creatures.*
- Friedman explains that rats “reproduce quickly: A female rat can have more than 200 pups a year.” How is this aspect of the rat problem being addressed? Use text evidence to support your answer.

Rats Contest

The two articles you just read present different perspectives on rats. Analyze each author's tone. How does reading two passages with different perspectives affect your understanding of rats? Support your analysis with text evidence. Send your work to Rats Contest. Three winners will each get *Oh, Rats!* by Albert Marrin.

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 April 18, 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

"Why Do Things Go Viral?"

1. **evoke** (ih-VOHK) *verb*; Evoke means "to bring to mind," usually referring to memories, feelings, or images. A certain smell, like fresh-baked cookies, might evoke memories from your early childhood. Listening to a slow, sad song might evoke feelings of sadness.
2. **intrigued** (in-TREEGD) *adjective*; To be intrigued is to be curious about or fascinated by something. You might be intrigued by a museum exhibit or by your cat's behavior.
3. **phenomenon** (fi-NAH-muh-nahn) *noun*; A phenomenon is a fact or situation that can be observed and studied and that typically is unusual or difficult to explain fully. The northern lights, which are brightly colored lights that appear in the sky over the North Pole, are a natural phenomenon. (When *phenomenon* is used this way, its plural is *phenomena*.)

Phenomenon can also refer to an extraordinary or exceptional person or thing. An athlete who sets records might be referred to as a phenomenon. (When *phenomenon* is used this way, its plural is *phenomenons*.)

Name: _____

Vocabulary Practice

"Why Do Things Go Viral?"

Directions: Fill in the blank with a form of a word from the box below to best complete each sentence.

Word Bank

intrigued

phenomenon

evoke

1. Some scientists study the _____ of mysterious animal migrations.
2. Sitting in her old elementary school for her brother's band concert _____ memories of Kira's time there.
3. Jerry's friends were _____ by his interesting plans for earning money that summer.

Directions: Answer each question below.

4. What is something that evokes happiness in you? Explain.
5. Name a person you find intriguing. (The person doesn't have to be someone you know.)
6. Which TV show is about phenomena?
A. *Strange*, a three-part series that seeks to explain the unexplainable—ghosts, UFOs, and Bigfoot
B. *Sugar Rush*, a competitive baking show

Name: _____

THE SHORT WRITE KIT



Directions: Read "Why Do Things Go Viral?"
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:

Why are certain things more likely
to go viral than others?



Your claim:

Certain things are more likely to go viral than others because

*We started
you off by
echoing the
question.*

*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:

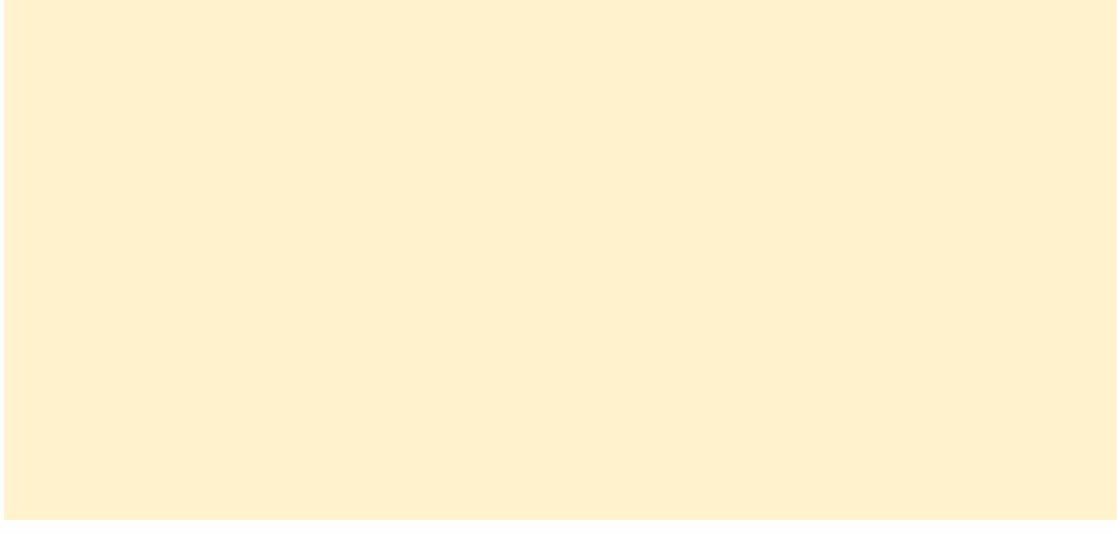
- an explanation that helps your reader better understand your text evidence,
- a statement that adds emphasis to your evidence, *or*
- a personal comment or reaction.

Text Evidence 1

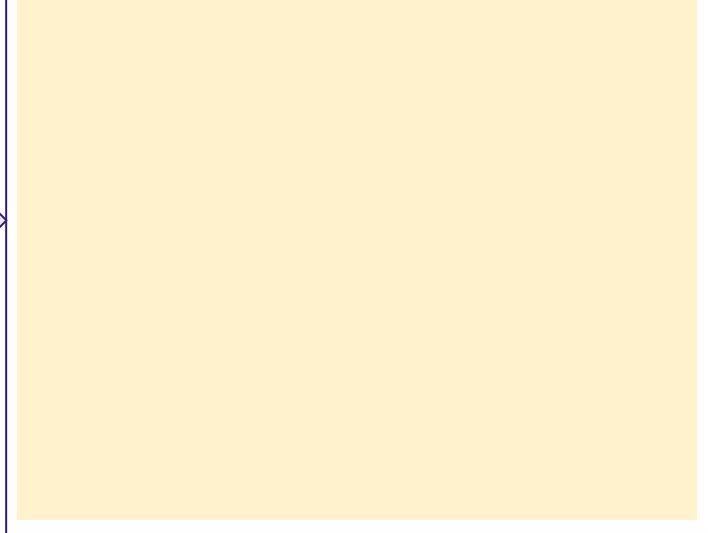
Commentary



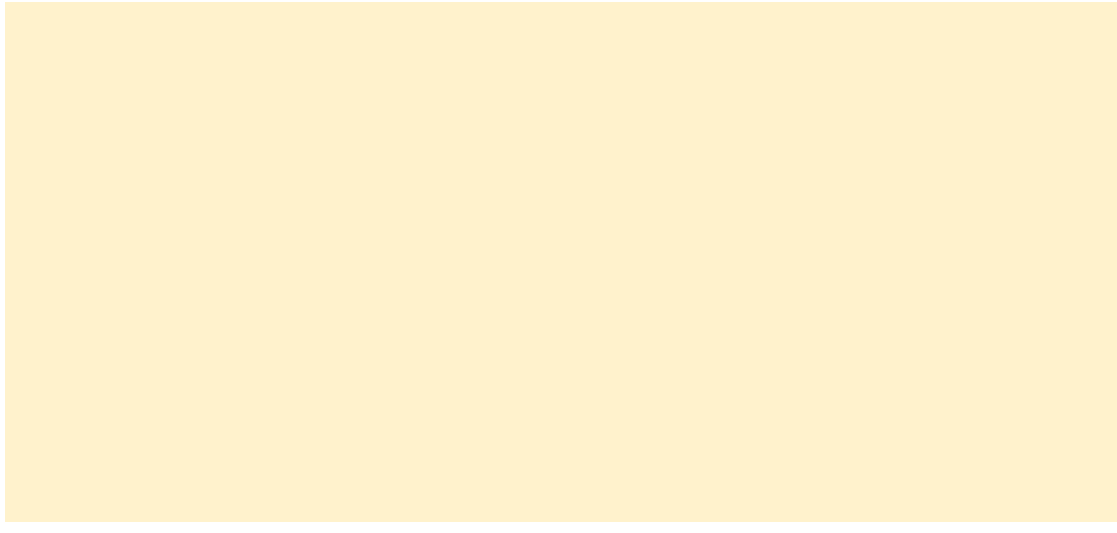
Text Evidence 2



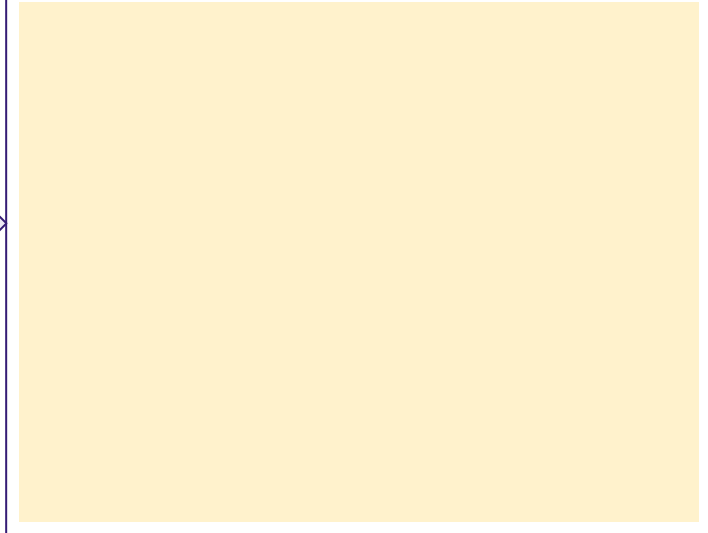
Commentary



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 Mackenzie Carro explains in her
article "Why Do Things Go Viral?,"
_____.

(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: _____

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 "Why Do Things Go Viral?"

Section Title	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>
"Relatively New"		
"Why We Share"		

Section Title	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>
"The Algorithm"		

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 article? 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 "Why Do Things Go Viral?" 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>
"Relatively New"	The invention of the internet and social media changed the way information spreads, and ultimately led to the phenomenon of going viral.	<ul style="list-style-type: none"> • People used to hear about things more slowly through word of mouth, newspapers, TV shows, and magazines. • The internet allowed information to be shared worldwide with just a click. • Content spreads even faster now thanks to social media.
"Why We Share"		

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>
"The Algorithm"		

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 article? Answer the question by writing a sentence stating the central idea of the whole article in the space below.

Name: _____

“Why Do Things Go Viral?” Quiz

Directions: Read “Why Do Things Go Viral?” Then answer the questions below.

1. **The main purpose of the article is to**
 - A. detail the history of the internet.
 - B. teach readers how to create content that goes viral.
 - C. explore the phenomenon of going viral: what it is and how it happens.
 - D. convince readers to stop trying to get their content to go viral.
2. **Consider this line: “On YouTube alone, more than 500 hours of content is uploaded every *minute*.” Author Mackenzie Carro italicized the word *minute* to**
 - A. point out how long it takes users to post content.
 - B. explain how long YouTube videos usually are.
 - C. emphasize that a massive amount of content is posted in a short amount of time.
 - D. emphasize the popularity of YouTube.
3. **Which line best expresses a central idea of the section “The Algorithm”?**
 - A. “An algorithm is a set of instructions that tell a computer what to do.”
 - B. “In this way, algorithms essentially control what we all see on social media.”
 - C. “It analyzes what kinds of videos you’ve liked, commented on, or watched.”
 - D. “On many platforms, content made by a person with a large following is pushed to the top of feeds.”
4. **Carro writes, “When something ‘goes viral,’ it spreads to an enormous number of people online at lightning speed.” To spread at “lightning speed” means to spread _____.**
 - A. regularly
 - B. occasionally
 - C. eventually
 - D. quickly
5. **A statistic about how people are more likely to share funny videos would fit best into which section?**
 - A. the introduction
 - B. “Relatively New”
 - C. “The Algorithm”
 - D. “Why We Share”
6. **Which statement best summarizes how Carro ends the article?**
 - A. She asks readers to spend less time on social media apps.
 - B. She encourages readers to not worry about likes, views, or going viral.
 - C. She warns readers against using the “For You” page on TikTok.
 - D. She suggests that readers should try to get more followers on social media.

Name: _____

Constructed-Response Question

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

7. What is an algorithm? How do algorithms influence what goes viral on social media platforms? Use text evidence to support your answer.

Name: _____

“Why Do Things Go Viral?” Quiz

Directions: Read “Why Do Things Go Viral?” Then answer the questions below.

1. **The main purpose of the article is to explain**
 - A. when content began to go viral.
 - B. how to create content that goes viral.
 - C. how and why some content goes viral.
 - D. why people want their content to go viral.
2. **Consider this line: “On YouTube alone, more than 500 hours of content is uploaded every *minute*.” Author Mackenzie Carro likely included this detail to**
 - A. explain how long it takes users to post content.
 - B. convince readers to start using YouTube.
 - C. support the idea that there is a lot of content on social media.
 - D. show that YouTube is a popular platform.
3. **The section “The Algorithm”**
 - A. compares different social media apps.
 - B. helps readers understand the role algorithms play in going viral.
 - C. explains why TikTok is so popular.
 - D. explains why so many people enjoy cat videos.
4. **Carro writes, “When something ‘goes viral,’ it spreads to an enormous number of people online at lightning speed.” To spread at “lightning speed” means to spread _____.**
 - A. regularly
 - B. occasionally
 - C. eventually
 - D. quickly
5. **A statistic about how people are more likely to share funny videos would fit best into which section?**
 - A. the introduction
 - B. “Relatively New”
 - C. “The Algorithm”
 - D. “Why We Share”
6. **Carro ends the article encouraging readers to**
 - A. spend less time on social media.
 - B. not worry about going viral.
 - C. use the “For You” page on TikTok.
 - D. get more followers on social media.

Name: _____

Constructed-Response Question

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

7. What is an algorithm? How do algorithms influence what goes viral on social media platforms? Use text evidence to support your answer.

Name: _____

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

Vocabulary

"Do You Need to Know How to Tell Time?"

1. **analog** (A-nuh-lawg) *adjective*; *Analog* is the opposite of *digital*. An analog device is not computerized. For example, an analog watch displays the time with moving hour and minute hands, whereas a digital watch displays numerical digits on a screen. Another example? A paper map is analog; Google Maps is not.
2. **notorious** (nuh-TOHR-ee-uhs) *adjective*; When something is notorious, it is well-known, but for something negative. Mice are notorious for sneaking into houses and eating people's food. An athlete might be notorious for skipping practice. A tablet might be notorious for freezing during video calls.
3. **visualize** (VIH-zhoo-uh-lahyz) *verb*; To visualize is to picture something in your mind; to imagine it. Before basketball tryouts, you might visualize yourself making the team. You might visualize what is happening in a story while reading it.

Name: _____

Vocabulary Practice

"Do You Need to Know How to Tell Time?"

Directions: Choose the best ending to each sentence

1. **Kiko's friend Taylor was notorious for**
 - a. keeping Kiko's secrets safe.
 - b. telling others Kiko's secrets.

2. **It might be difficult to visualize**
 - a. your friend's new house that you have not seen.
 - b. your classroom.

3. **The analog clock**
 - a. could be projected on the wall.
 - b. made a sound when it ticked.

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

- | | | |
|--------------------------|---------------------|---------------------|
| 4. visualize | 5. notorious | 6. analog |
| a. form a mental picture | a. unknown | a. digital |
| b. make an observation | b. well-known | b. not computerized |

Name: _____

Write An Argument Essay

Directions: Read "Do You Need to Know How to Tell Time?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should kids learn to read analog clocks?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think kids should not learn to read analog clocks, one of your supporting details might be that most people today have cell phones and can use those to tell the time.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think kids **SHOULD** learn to read analog clocks, summarize the strongest arguments that the author presents against doing so. If you think kids **SHOULD NOT** learn to read analog clocks, summarize the strongest arguments the author presents in favor of keeping clock reading alive.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Describe a time when you needed to use an analog clock to tell time. Did the skill come in handy? Was it stressful because you did not know how?
- 2. A surprising fact:** Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
- 3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Is relying on a cell phone for the time 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 kids should learn to read analog clocks. Finish it in the space provided.

More and more people are relying on digital clocks to know what time it is. Some people think this is OK and believe kids should not have to learn to read analog clocks. 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 kids should learn to read analog clocks. (See Scope's handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2**BODY PARAGRAPH(S)**

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

You can put your supporting points and detail sentences
together in one paragraph or you can split them
into several paragraphs. It depends on how much
you want to write about each point.

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

3**ACKNOWLEDGE THE OTHER SIDE**

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

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4**CONCLUSION**

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

Finish with a strong final sentence.

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

5**READ AND REVISE**

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

Name: _____

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

Vocabulary

"Wake Up, Maddalena"

1. **cacophony** (kuh-KOF-uh-nee) *noun*; A cacophony is a harsh, unpleasant mix of loud sounds. On a busy city street, the combination of honking horns, construction equipment, car alarms, and sirens creates a cacophony.
2. **disorienting** (diss-AWR-ee-ent-ing) *adjective*; The verb *disorient* means "to make someone feel lost or confused, without a sense of direction."

If something is disorienting, it makes you confused about where you are or where you are going. If you forget to set your alarm clock, it might be disorienting when you wake up and it's lighter outside than you were expecting. A hiking trail with many turns might be disorienting. Looking at this spiral might be disorienting too.

3. **innately** (ih-NATE-lee) *adverb*; Something that is innate to a person or an animal has not been taught to them but has existed naturally in them since birth. Pulling your hand away from something hot is an innate behavior. Spiders have an innate ability to spin webs.

The adverb *innately* means "done in an innate way" or "naturally." Many dogs are innately scared of loud noises like fireworks and thunder.

4. **labyrinth** (LAB-uh-rinth) *noun*; A labyrinth is a place that has many confusing paths or passages—in other words, a maze. A new school might seem like a labyrinth of rooms and hallways at first.

5. **stasis** (STAY-siss) *noun*; Stasis is a state of inactivity. Something in stasis does not change, move, or progress. The student council might be stuck in a period of stasis if it's unable to come to a decision.

In science fiction, characters sometimes have their bodies put into stasis. Special technology stops them from aging so that they can travel for years and years and not be any older when they arrive.

6. **synthetic** (sin-THET-ik) *adjective or noun*; A synthetic material is artificial. It is produced by humans and is not natural. Your backpack is likely made of a synthetic material called nylon, which is a type of plastic. In contrast, a T-shirt that is made from a natural material such as cotton—which comes from the cotton plant—is not synthetic. The grass in this athletic field is synthetic—it’s not real grass, it’s plastic.

Name: _____

SENSORY DETAILS

Sensory details use descriptive words that appeal to the five senses: sight, smell, sound, taste, and touch. They allow readers to read your words and feel like they're living in your story.

For example, rather than writing "Alma drank the lemonade," you could write:
"Alma's tongue tingled as she gulped down the tart lemonade."

Examples of Sensory Words

Sight

dazzling
shriveled
flimsy
glowing
shadowy
ghostly
murky
dim
swarming
freckled
fluffy
towering

Smell

rancid
citrusy
musty
reeking
rank
sour
fresh
floral
fishy
burnt
stagnant
skunky

Sound

crackle
thumping
clink
piercing
hiss
noiseless
booming
screeching
cackling
buzzing
whine
deafening

Taste

syrupy
zesty
refreshing
raw
bland
tart
crisp
tangy
rotten
bitter
earthy
charred

Touch

squishy
gooey
soupy
jagged
clammy
frosty
blistering
balmy
velvety
steamy
gritty
breezy

Try turning the bland sentences below into brilliant ones using sensory words!

Example: *The water was so blue.* ➞ The water was dazzling blue, like the stain on your tongue after eating a blue raspberry Airhead.

The pancakes are on the table. ➞

The locker smelled bad. ➞

Directions: Read "Wake Up, Maddalena." Then go back to the story and find one sensory detail for each sense. Circle the words or phrases that stirred your senses. (We did an example for you.)

Type of Sensory Detail	Vivid Sentence
sight	"At the bottom of the ladder, she came to a tunnel, about four feet high, illuminated by a green glow."
smell	
sound	
taste	
touch	

Discuss: What do these details add to the story?

Name: _____

STORY PLANNER

Directions: Jot down ideas in this graphic organizer to help you plan your own short story.

→ THE SETTING ←

Where and when does your story take place?

→ THE CHARACTERS ←

Who appears in your story?

→ THE CONFLICT ←

What does the main character want? What obstacle is in their way? Will the conflict be resolved?

~> THE PLOT <~

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

BEGINNING:

MIDDLE:

END:

~> THEME <~

What broader topic is your story about (for example, friendship, forgiveness, betrayal, revenge)? What will your story say about that topic?

CHOICE BOARD

"WAKE UP, MADDALENA"

Write a sequel to this story. Use at least three sensory details to bring this story to life.

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

If you could design your own 200-year stasis simulation, what would it be? Keep in mind that like Maddalena's, where she picked cherries over and over again, yours would recur every day.

If Maddalena could send a message down to Earth before her arrival, what would it say? Create a short message in which Maddalena explains who she is and where she's been for the past 200 years.

The subtitle of the story is "A new world is waiting." What will be "new" to Maddalena about Earth? Write a paragraph or create a short comic describing what this "new" Earth will be like.

The Sequel Contest

Write a sequel to this story. Use at least three sensory details to bring your sequel to life. Send your story to The Sequel Contest. Three winners will get *The Last Cuentista* by Donna Barba Higuera.

Entries will be judged on:

- ✓ creativity
- ✓ understanding of sensory details
- ✓ clarity
- ✓ 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 April 18, 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.*

Analyzing Poetry: “Over the Weather” by Naomi Shihab Nye

Directions:

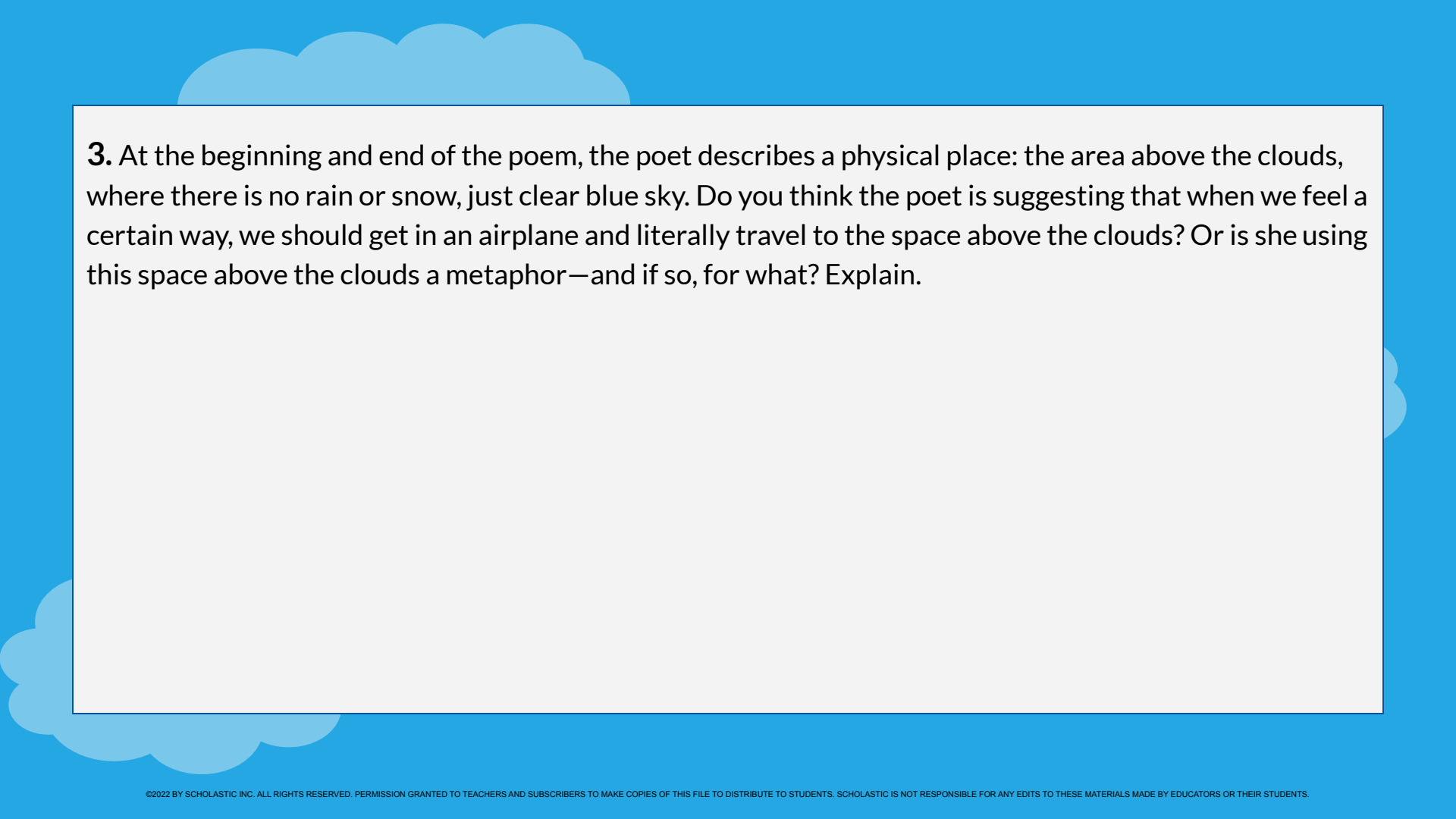
Read the poem a few times.
Then answer the questions on the
following slides. (Tip: Have a copy of
the poem open in front of you.)

Click here
to listen to
Naomi Shihab
Nye read her
poem aloud.

MEANING

1. What do you think the poet means in line 4 when she writes, “When words we hear don’t fit the day”?

2. In your own words, explain what the poet means in lines 5-6 when she writes, “when we worry/what we did or didn’t do.”



3. At the beginning and end of the poem, the poet describes a physical place: the area above the clouds, where there is no rain or snow, just clear blue sky. Do you think the poet is suggesting that when we feel a certain way, we should get in an airplane and literally travel to the space above the clouds? Or is she using this space above the clouds a metaphor—and if so, for what? Explain.

FIGURATIVE LANGUAGE

4. In line 12, the poet writes, “Creamy miles of quiet.” In everyday speech, we probably wouldn’t use the word *creamy* to describe quiet. Why do you think the poet chose this word? What idea or feeling does it evoke, or what does it suggest about the quality of the quiet?

LITERARY DEVICE

Assonance

Assonance: the repetition of the same or similar vowel sounds in two or more words that are close to each other

For example:

- Ted **ben**t down and **pet**ted the **hen**.
- She **softly** **coughs**. I **toss** the ball.
- What is a **snail**'s **fav**orite **day**?

5. Find two examples of assonance in the poem.
Write them in the boxes below.

Want a hint?
Slide this box off to the side.



TITLE

6. What do you think the title of the poem means? How does it connect to the poem?

STRUCTURE

7. The poet made the choice to have the third line of the poem be a separate stanza—in other words, she left a blank line before and after “but it’s up there. The sun’s up there too.” She also set off the last two lines in a separate stanza. Why might she have made these choices? How does the presence of the blank lines affect the way you read the poem?

ILLUSTRATION

8. Take a moment to look at the illustration that appears with the poem in *Scope*. How does it visually express the ideas in the poem?

PERSONAL REFLECTION

9. The poem suggests that to go into the place “above the clouds,” we “say any word we love/that makes us feel calm.” Is there a word that might make you feel calm if you closed your eyes and said it? Write it in the box below.

Over the Weather Contest

The poem asks, "what if we close our eyes,/say any word we love/that makes us feel calm"? Think of a word that makes you feel calm. Then write a poem or a paragraph explaining why. Send your poem or paragraph to Over the Weather Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ clarity
- ✓ a clearly stated central idea (if writing a paragraph)
- ✓ creativity (if writing a poem)
- ✓ strength of descriptive language (if writing a poem)

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

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Name: _____

CREATE YOUR INFOGRAPHIC

Directions: Read the infographic "The Story of Music." Then follow the steps to plan your own "The Story of _____" infographic.

1. Choose your topic.

It can be anything (video games, television, books, Star Wars, etc.)! Think about what interests you and what you'd like to learn more about.

2. Research.

Research the past, present, and future of the topic you choose. Fill in the boxes on the next slide with information from your research that you might want to include in your infographic.

Past

Present

Future

3. Design your infographic.

Design your infographic on a piece of paper. It will be helpful to sketch it out before you make the final draft. You can also use an online tool—such as Canva, Infogram, Easel.ly, or Google Drawings—to help you create your infographic. Consider what images, graphics, and colors you want to include.

You can use *Scope's* infographic as a model, but feel free to get creative!

The Story of Contest

Make your own “The Story of _____” infographic. Research the past, present, and future of something that interests you, then present your timeline on a poster or using a digital tool. Send it to The Story of Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

Entries will be judged on:

- ✓ creativity
- ✓ 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: _____

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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 up his clothes off the floor and threw them in the closet.

Hurriedly, Eli picked up 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.

We went to the mountains last weekend. We brought a lot of stuff. We brought skis. We brought hot cocoa. We brought snow boots. We brought firewood. We brought board games. My mom put sunscreen all over us. My mom said you can get a sunburn in winter. You get burned when the sun reflects off the snow. My mom said that it's important to protect our skin. My mom used the kind of sunscreen that doesn't blend into your skin. We all looked silly. We had a lot of fun anyway.

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 *great*.

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

Yo-Yo Contest

Read our article about the yo-yo. Then follow the prompts in the circles to revise and polish the writing. Send your revised article to Yo-Yo 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: _____

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