

# ~> 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

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

# CAN WE AGREE?

Subjects and verbs must agree with one another in number (singular or plural). In other words:

If the subject is singular, use a singular verb. If the subject is plural, use a plural verb.

Adam **sings** beautifully.

The fuzzy ducklings **were** waiting for their mother.

Sometimes it can be tricky to figure out whether the subject is singular or plural. Here are some tips.

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

Jay and Ellie **finish** the race.

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

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

Three hours **is** too long for a movie.

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

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

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

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

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

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

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

**Directions:** In each sentence that follows, underline the subject and circle the correct verb from the pair of bolded verbs.

1. Mondays and Tuesdays **is/are** the best days for me to take after-school classes.
2. What flavors of ice cream **does/do** you have in your freezer?
3. A school of dolphins **was/were** jumping out of the water as we sailed by.
4. If everyone else **wants/want** to see the scary movie, then I'll go.
5. Riley's family **is/are** waiting for her out front.

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

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

# Vocabulary

## "The Return of the Mummy King"

1. **antiquities** (an-TIK-wi-teez) *noun*; Antiquity is the ancient past, as in "The castle dates from antiquity, built in the year 1067."

The plural form of this noun, *antiquities*, refers to objects from antiquity—artifacts surviving from from ancient times such as coins, statues, and buildings.

2. **catalog** (KAT-I-awg) *verb or noun*; To catalog items is to create a list or a book that keeps record of them and describes them in detail. For example, if you are a seashell collector, you might catalog your collection of shells to keep track of what you have.

As a noun, *catalog* refers to the list or book itself. Libraries have catalogs of all the books they offer. A clothing company might send you a catalog in the mail of all the items they have for sale.

3. **excavation** (eks-kuh-VEY-shuhn) *noun*; The verb *excavate* (EKS-kuh-veyt) means "to remove or expose to view by digging." To excavate dinosaur fossils, scientists use chisels and brushes to remove the earth covering the fossils.

Excavation is the action of unearthing something, as in "The excavation took the scientists two years to complete." *Excavation* can also refer to a site that is being or has been excavated, as in "Inside the excavation is a skull of a *T. rex*."

4. **gilded** (GIL-did) *adjective*; *Gilded* means "coated in gold." Solid surfaces such as wood and metal are commonly gilded for decoration. Ceilings, candlesticks, and picture frames are examples of things that might be gilded. Gilded objects are associated with wealth and luxury.

5. **Harlem Renaissance** (HAHR-luhm REN-uh-sahns) *noun*; The Harlem Renaissance was a period in U.S. history, roughly from the 1910s through the mid-1930s.

During this time, there was an outpouring of African American art, literature, stage performance, fashion, music, politics, and scholarship. This outpouring was centered in the Harlem neighborhood of New York City, a destination for many Black migrants from around the country at the time. The Harlem Renaissance is considered a golden age of African American culture.

6. **hieroglyphs** (HAHY-ruh-glifs) *noun*; Hieroglyphs are the characters used in the ancient Egyptian system of writing known as hieroglyphics. Each hieroglyph is a picture of an object representing a word, syllable, or sound. Only the highly educated, such as a pharaoh or priest, were able to read and write hieroglyphs.

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

## Vocabulary Practice

### "The Return of the Mummy King"

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**Directions:** Below are six imaginary news headlines. Write the first sentence or two of each article in a way that makes the meaning of the bolded vocabulary word in the headline clear.

1. YouTube Adds Massive **Catalog** of Free-to-Watch TV Episodes
  
2. 100,000 Wait In Line to Use **Gilded** Toilet at Art Museum
  
3. The Similarities Between Ancient Egypt's **Hieroglyphs** And Emojis
  
4. Did Archaeologists Find Oldest Known Human Footprint at **Excavation** Site
  
5. Tickets to Capital City Art Gallery's **Harlem Renaissance** Exhibit Selling Out Fast
  
6. Collector of Greek **Antiquities** Donates Dazzling Collection

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

# Close-Reading Questions

## "The Return of the Mummy King"

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1. What does Lewis mean when she writes, "But what no one could know is that he will have an afterlife here on Earth"? (interpreting text)
2. Lewis writes, "Tutankhamen is a drop of water in the ocean of history." What does she mean? (interpreting text)
3. What role did Lord Carnarvon play in the discovery of Tutankhamen's tomb? What role did Howard Carter play? (key ideas and details)
4. How does the section "The Tomb" contribute to the article? (author's craft, text structure)
5. Identify descriptive details in the section "Dazzling Discovery." What do these details help readers understand? (author's craft)

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

# Critical-Thinking Questions

## "The Return of the Mummy King"

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1. What can we learn about the ancient Egyptians and Tutankhamen from the items found inside his tomb?

2. Mummification was a sacred ritual in ancient Egypt. Is it wrong to dig up the dead? Should people be allowed to enter tombs and disturb—and remove—their contents? Who decides the answers to these questions?

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

# Video Discussion Questions

## Time Machine: Ancient Egypt

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1. According to the video, what was life like for kids?
  
  
  
  
  
  
  
  
  
  
2. What do the images of the ancient artifacts add to the video?
  
  
  
  
  
  
  
  
  
  
3. Does ancient Egypt remind you of other ancient civilizations you've learned about?  
If so, in what way?
  
  
  
  
  
  
  
  
  
  
4. If you were to travel back in time to ancient Egypt, what do you think you might miss from our modern world? What might you enjoy or appreciate?



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

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# THE MUMMY KING EXHIBIT

Read "[The Return of the Mummy King.](#)" Then complete this activity to help you create an ad for a traveling Tutankhamen exhibit.

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## **1. What is the exhibit about?**

A museum exhibit tells a story. What story does this exhibit tell? How is it unique?  
Write a few sentences to give viewers a sense of who and what the exhibit is about.

## 2. How will you grab your audience's attention?

**A.** What will people see? Make a list of the dazzling artifacts that are in the exhibit.

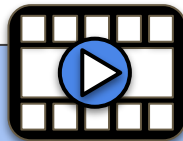


**B.** List powerful key words and phrases from the article that you can use in your ad.



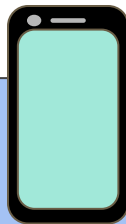
### 3: Create Your Ad

You're ready to create an ad for a traveling Tutankhamen exhibit! Your ad can be a poster, commercial, or social media ad. Click through the following slides for tips and guiding questions for each format.



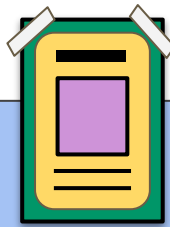
#### COMMERCIAL

- Think about the tone you want for your commercial. Will it be funny? Dramatic? Informational? Just remember that you want your ad to *work*—to convince people to go see the exhibit.
- Who will be in your commercial? Will it feature an expert, such as an archaeologist who speaks directly to the audience? Or would you rather have a series of powerful images?
- Will there be narration? Music? Now is the time to get creative!
- Use what you wrote in Steps 1 and 2 to help you create your ad. Think about which details and images will have the biggest impact on your viewers.



## SOCIAL MEDIA AD

- What platform will you use? Think about what would be the most engaging format for your platform.
- Will you include video or a still image? Will your visuals have movement or sound?
- How will your audience engage with the ad (likes, comments, shares, hashtags)? Will there be a way to buy or win tickets to the exhibit?
- How can you make sure people won't swipe or scroll through your ad? Include only the most interesting information from Step 2—that is, the details that are the most attention-grabbing.



## POSTER

- How will you catch people's eyes as they walk by? What will make them want to read your poster?
- What will your main image be—a photo or an illustration? Will there be any additional images?
- Avoid using too much text. Include only the most important information—that is, the details that will help people understand what the exhibit is and make them want to see it.

# CHOICE BOARD

## "THE RETURN OF THE MUMMY KING"

Imagine you are an Egyptian reporter on November 4, 1922. Interview Howard Carter and Ahmed Gerigar about what they found in the Valley of the Kings today. Your interview can be a written transcript in Q&A format or it can be recorded as a video.

Imagine that you travel back in time to the 1920s during "Tut-mania." Create a King Tut song and dance. Use details from the article to make your song factual.

Imagine you are Howard Carter. Create a catalog of the many artifacts your team found inside Tutankhamen's tomb.

Create an advertisement for a traveling Tutankhamen exhibit. Your advertisement can be a poster, commercial, or social media ad.

*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 Return of the Mummy King."

1. Who or what is the article  
mainly about?

2. Where and when do the events  
in 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 Return of the Mummy King.” 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 Return of the Mummy King.”

[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 Return of the Mummy King."

Tutankhamen was \_\_\_\_\_.

*Who was he?*

In 1922, \_\_\_\_\_.

*What was discovered in 1922 and by whom?*

Carter had been working on excavation projects when a wealthy man named \_\_\_\_\_.

*Who hired Carter? To do what?*

Carnarvon got permission to \_\_\_\_\_.

*What project did he fund?*

After years of searching, \_\_\_\_\_.

*What'd they find?*

The tomb \_\_\_\_\_.

*What was inside?*

News of the discovery spread, and soon \_\_\_\_\_.

*How did people react?*

The discovery raised questions about who the tomb and its contents really

belong to, and who Tut was. Thanks to the discovery of Tut's tomb,

\_\_\_\_\_.

*What is the lasting impact of the discovery?*

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 Return of the Mummy King."

1. Study the photograph on pages 4-5. Make a list of words that describe the photo.

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2. Study the map on page 6. What does it show? Why do you think the author included it?

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3. Study the photographs of Carter and of the excavation team as well as the captions on page 7. Why do you think the author included them?

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4. Look at the sidebar "Treasures of the Dead" on page 9. Which object do you find most interesting? Why? What questions do you have about objects found in Tutankhamen's tomb?

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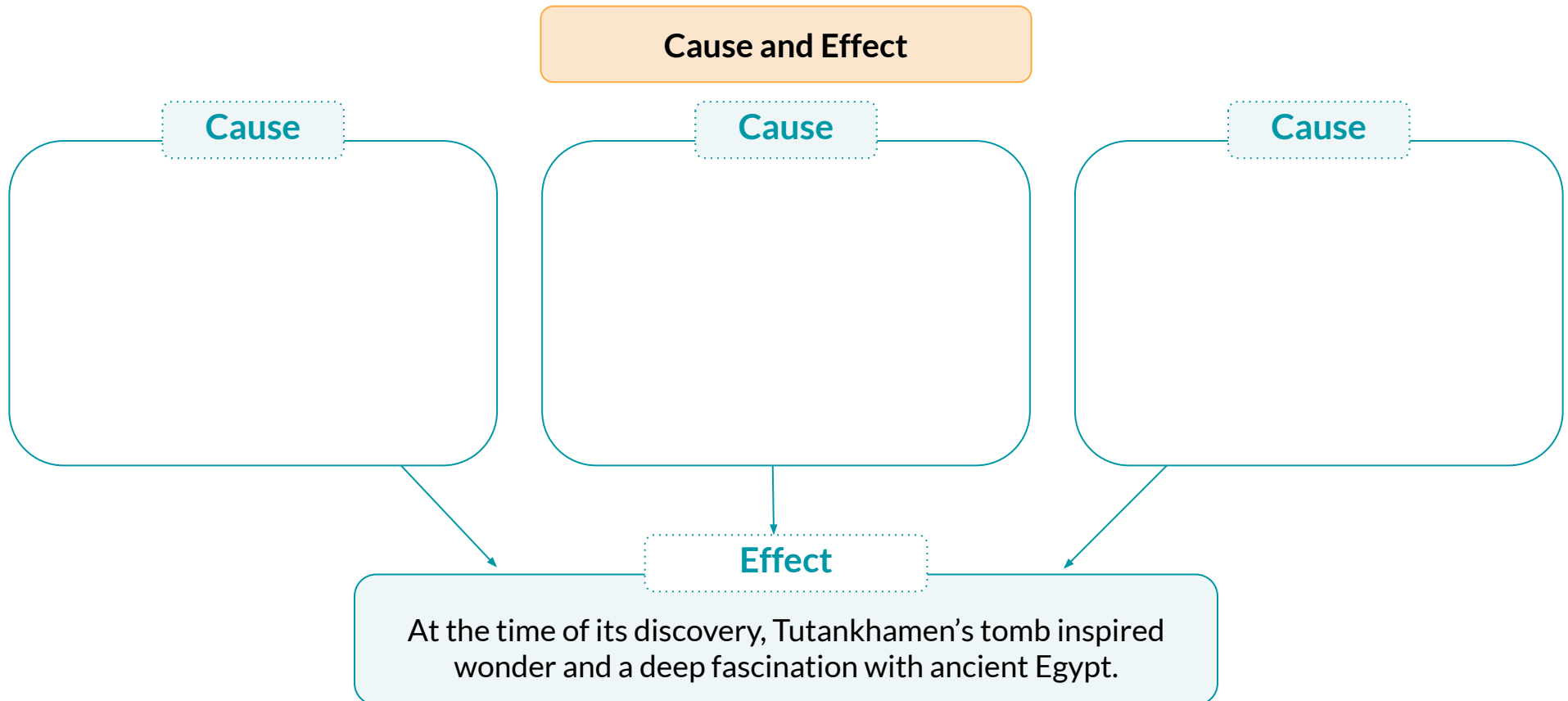
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Name: \_\_\_\_\_

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

**Directions:** Read "The Return of the Mummy King." 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 the article  
"The Return of the Mummy King." Use details from the article.

**~1332 B.C.**

Tutankhamen becomes the  
pharaoh of Egypt.

**1921**

**1922**

**~1342 B.C.**

**1914**

**1920s-1930s**

**1891**

**1907**

**Today**

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

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

**Directions:** Read "The Return of the Mummy King." Then complete this activity to organize information in the article using text structures.

## Cause and Effect

### Cause

*Hint: What was so special about Tutankhamen's tomb?*

### Cause

*Hint: Why did people need a distraction?*

### Cause

*Hint: How did Black Americans view King Tut and ancient Egypt?*

### Effect

At the time of its discovery, Tutankhamen's tomb inspired wonder and a deep fascination with ancient Egypt.

**START  
HERE!**

**Sequence of  
Events**

Follow the arrows to complete a timeline of events from the article  
"The Return of the Mummy King." Use details from the article.

**~1332 B.C.**

Tutankhamen becomes the  
pharaoh of Egypt.

**1921**

**1922**

**~1342 B.C.**

Tutankhamen mysteriously  
dies. His body is mummified  
and he is buried in the Valley  
of the Kings.

**1914**

**1920s-1930s**

**1891**

**1907**

**Today**

Howard Carter is hired by  
Lord Carnarvon to catalog  
his artifacts.

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

## “The Return of the Mummy King” Quiz

Directions: Read “The Return of the Mummy King.” Then answer the questions below.

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1. Author Kristin Lewis writes, “Tutankhamen is a drop of water in the ocean of history.” This line contains \_\_\_\_\_.
  - A. a metaphor emphasizing that Tutankhamen was not a remarkable pharaoh
  - B. a simile comparing Tutankhamen’s popularity to the size of the ocean
  - C. a metaphor describing the power of the ancient Egyptian empire
  - D. hyperbole exaggerating the public’s fascination with Tutankhamen
2. Consider this line: “Like detectives analyzing clues, archaeologists pore over their finds, forming theories and drawing conclusions about how people lived in the distant past.” What is the purpose of this line?
  - A. to help readers understand Howard Carter’s job
  - B. to explain why Tutankhamen’s tomb was difficult to find
  - C. to explain what looting is
  - D. to describe ancient Egyptian
3. Lewis explains that “mummification was a sacred ritual in ancient Egypt.” If something is sacred, it is \_\_\_\_\_.
  - A. centuries old
  - B. difficult to understand
  - C. holy or religious; it deserves to be respected and honored
  - D. a recent discovery
4. What is the purpose of the section “Deeper Questions”?
  - A. to question who Tutankhamen really was
  - B. to raise questions about Tutankhamen’s mysterious death
  - C. to prompt readers to think about moral questions related to the discovery of Tutankhamen’s tomb
  - D. to question the validity of the “mummy’s curse”
5. Which lines help explain why people became obsessed with King Tut? Choose TWO.
  - A. “Tutankhamen’s tomb held thousands of objects unlike anything the world had ever seen.”
  - B. “It took more than a year to reach the chamber that held his mummy.”
  - C. “For many in the early 1920s, Tutankhamen’s tomb was also a welcome distraction from the painful memory of World War I, which had just ended a few years earlier.”
  - D. “Women began wearing their hair in ancient Egyptian styles.”
6. Lewis writes that “Tut’s star shows no sign of dimming.” What does she mean?
  - A. Tut is not as popular as he once was.
  - B. Tut’s celebrity endures; he continues to inspire wonder and fascination.
  - C. Tut’s tomb was the greatest archaeological find of all time.
  - D. Tut connects us to the past.



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

## Constructed-Response Questions

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

7. How does the sidebar “Making a Mummy” help readers better understand the article? Why do you think the author included it?
8. Lewis states that “Tutankhamen has become immortal.” What does she mean? What evidence from the text supports this idea?

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

## **“The Return of the Mummy King” Quiz**

Directions: Read “The Return of the Mummy King.” Then answer the questions below.

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1. Author Kristin Lewis writes, “Tutankhamen is a drop of water in the ocean of history.” This line contains a metaphor emphasizing \_\_\_\_\_.
  - A. that Tutankhamen was not a remarkable pharaoh
  - B. how popular Tutankhamen was
  - C. the power of ancient Egypt
  - D. people’s fascination with Tutankhamen today
2. Lewis writes, “Like detectives analyzing clues, archaeologists pore over their finds, forming theories and drawing conclusions about how people lived in the distant past.” This line helps readers understand \_\_\_\_\_.
  - A. Howard Carter’s job
  - B. why Tut’s tomb was hard to find
  - C. what looting is
  - D. what was inside Tut’s tomb
3. Lewis explains that “mummification was a sacred ritual in ancient Egypt.” If something is sacred, it is \_\_\_\_\_.
  - A. strange
  - B. difficult
  - C. holy
  - D. new
4. The purpose of the section “Deeper Questions” is to encourage readers to think about \_\_\_\_\_.
  - A. who Tutankhamen really was
  - B. why people value antiquities
  - C. whether it was right for Carter and Lord Carnarvon to open Tut’s tomb
  - D. whether the “mummy’s curse” was real
5. Which lines help explain why people became obsessed with King Tut? Choose TWO.
  - A. “Tutankhamen’s tomb held thousands of objects unlike anything the world had ever seen.”
  - B. “It took more than a year to reach the chamber that held his mummy.”
  - C. “For many in the early 1920s, Tutankhamen’s tomb was also a welcome distraction from the painful memory of World War I, which had just ended a few years earlier.”
  - D. “Women began wearing their hair in ancient Egyptian styles.”
6. Lewis writes that “Tut’s star shows no sign of dimming.” She means that Tut is \_\_\_\_\_.
  - A. no longer popular
  - B. still a celebrity
  - C. featured in many works of art
  - D. a connection to the past

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

## Constructed-Response Questions

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

7. What does the sidebar “Making a Mummy” help you understand about ancient Egyptians?
8. Lewis states that “Tutankhamen has become immortal.” In what way is Tutankhamen still alive? Use evidence from the text to support your response.

# Tutankhamen Contest

Create an advertisement for a traveling Tutankhamen exhibit. Your advertisement can be a poster, commercial, or social media ad. Send your work to Tutankhamen Contest.

Three winners will each get *The Curse of the Mummy* by Candace Fleming.

## Entries will be judged on:

- ✓ use of key ideas
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY June 16, 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 Experiment*

- acquaintance** (uh-KWEYN-tns) *noun*; An acquaintance is someone you know only slightly. You might say “hi” to an acquaintance, know a little a bit about the person, and see that person from time to time. Someone you talk to daily or spend a lot of time with is more than an acquaintance.
- dreary** (DREER-ee) *adjective*; Something that is dreary is dull, lifeless, and depressing. Some people find rainy days dreary; the lack of sunshine and gray clouds make them feel sad.
- decadent** (DEK-uh-duhnt) *adjective*; As it is used in the play, *decadent* means “luxurious and over-the-top; wasteful.” A chocolate cake with white chocolate icing, topped with caramel, topped with dark chocolate swirls, topped with pieces of white chocolate? That’s decadent.  
  
*Flourish* can also mean “to be successful or prosper,” as in, “Meghan flourished in her new school. She made lots of friends, got good grades, and joined the choir.”
- decrepit** (dih-KREP-it) *adjective*; Something that is decrepit is old and in bad condition. A decrepit car is rusty and constantly breaking down. A sagging, tattered sofa is decrepit.
- extinguish** (ik-STING-gwish) *verb*; *Extinguish* means “to cause a fire to stop burning,” as in “Please extinguish all the candles” or “The firefighters struggled to extinguish the blaze.”  
  
*Extinguish* can also mean “to put an end to,” as in “My hopes of going to the beach were extinguished when I saw storms in the forecast.”
- heartily** (HAHR-tl-ee) *adverb*; Something that is done heartily is done in a hearty manner—that is, it is done enthusiastically, sincerely, and with delight. In other words, it’s done with all your heart. If you laugh heartily, your laughter is loud, warm, and genuine.
- revile** (ri-VAHYL) *verb*; To revile something is to speak to it or about it in an insulting way. Many people revile cockroaches—that is, they talk about them with disgust. This little boy seems to revile broccoli.



# *The Experiment*

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

	Agree	Disagree
1. People can't change.		
2. It's important to learn from past mistakes.		
3. What you do now affects who you will become in the future.		
4. You can't change the past.		
5. People have control over their future.		
6. Given the chance to live forever, I would.		

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

# Close-Reading Questions

## *The Experiment*

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1. What is Dr. Heidegger's study like? What does the setting suggest about Dr. Heidegger? What mood does the setting convey? (setting)
2. Dr. Heidegger tells his friends, "... you have had a lifetime of experiences. It would be a shame if, passing through youth a second time, you were to repeat the mistakes of your past." What does this foreshadow? (foreshadowing)
3. Considering the way they acted after drinking the water, why do you think the guests want to go in search of the Fountain of Youth at the end of the play? (inference)
4. What is the play's theme, or main message, about people or the world? Do you agree with that theme? Can you think of any stories, real or fictional, that offer a different point of view? (theme)

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

# Critical-Thinking Questions

## *The Experiment*

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1. Tell about something you have learned from a mistake, or describe a situation in your life in which you failed to learn from a mistake.

2. Is Dr. Heidegger a good or an evil character? Is he kind to give his friends a chance to relive their youth, or awful to experiment on them?



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

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# DR. HEIDEGGER'S EXPERIMENT

Read *The Experiment*. Then use this planner to help you respond to the prompt that appears at the end of the play.

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## **The prompt at the end of the play says:**

Write Dr. Heidegger's notes about his experiment. Be sure to include the purpose of the experiment, his observations, and his conclusions.



**Read the quote on the next slide aloud to get into character, then get started!**

*“Before you drink, my friends, consider this: You have had a lifetime of experiences. It would be a shame if, passing through youth a second time, you were to repeat the mistakes of your past.”*

*~Dr. Heidegger*

Reminder:  
Write from  
Heidegger's  
point of view.  
You are  
Heidegger!

# 1. PURPOSE

**Write the purpose of your experiment here.**

*(Why do you want to conduct this experiment? What hypothesis do you want to test?)*

**Reminder:**  
These are notes  
for a science  
experiment, so  
stick to the facts.  
Your writing  
should be clear  
and concise.

## 2. OBSERVATIONS

**Write your observations below.**

*(What do you notice? Describe your subjects' behavior. You may find it helpful to use bullet points.)*

### 3. CONCLUSIONS

**Write your conclusions below.**

*(Summarize the results of your experiment. What do these results suggest about human nature?)*

# CHOICE BOARD

## *THE EXPERIMENT*

Write Dr. Heidegger's notes about his experiment. Be sure to include the purpose of the experiment, his observations, and his conclusions. Use evidence from the text to support your writing.

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

Imagine you have just been offered the chance to drink from the Fountain of Youth, which would allow you to live forever. Would you drink the water? Why or why not?

Write a letter to yourself at another age (in the past OR in the future). What experiences should your other self know about? What lessons did you learn that you still pay attention to, or what lessons are you learning now that your future self should remember?

Write a sixth scene for the play in which Jordan returns to Dr. Heidegger's study to discuss how the experiment went. Be sure to leave your audience with a message about what the four guests' behavior suggests about second chances.

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

## The Experiment Quiz

Directions: Read *The Experiment* from the May issue of *Scope*. Then answer the questions below.

1. In Scene 1, the conversation about Sylvia \_\_\_\_\_.
  - A. raises suspicion about Dr. Heidegger and his strange experiments
  - B. lets the audience know that the play is going to be a love story
  - C. explains why the four friends made so many mistakes in their lives
  - D. foreshadows that one of the characters is going to die before the end of the play
2. Consider these lines from Scene 3:  
**Heather:** Ah, yes, your famous “experiments.” Will we be examining a spider under a microscope?  
**SD3:** The guests chuckle.  
**What do these lines reveal?**
  - A. The guests have great admiration for Dr. Heidegger.
  - B. Most of Dr. Heidegger’s experiments are on spiders.
  - C. Heather has a great sense of humor.
  - D. The guests don’t take Dr. Heidegger seriously.
3. In Scene 4, SD3 says, “The four young people laugh heartily as Heidegger again refills their glasses.” The word *heartily* tells you that they laughed \_\_\_\_\_.
  - A. nervously
  - B. fully, without holding back
  - C. mockingly, with disrespect
  - D. in a kind and gentle way
4. In Scene 4, Heather says, “I’m going to build an elevator to the moon and sell tickets. I’ll be rich!” What is the purpose of this line?
  - A. to show that Heather is smart and creative
  - B. to reveal how Heather lost her money when she was young: building an elevator to the moon
  - C. to show that Heather will repeat the same type of mistakes she made in the past
  - D. to reveal Heather’s interest in space travel
5. Which line suggests that the guests may have only imagined being young again?
  - A. **Heather:** My hair is the same blazing red it was years ago. This is truly a miracle!
  - B. **Jacob:** Ooh, look at me, I am *so old*. Oh oh oh, everything hurts!
  - C. **SD1:** His attention drifts to the mirror, which—though it is hard to see in the gloom—seems for a moment to reveal four withered figures fighting like wild animals.
  - D. **Clara:** To Florida! We will go to the Fountain of Youth.
6. The main goal of Dr. Heidegger’s experiment was to find out if \_\_\_\_\_.
  - A. the water would make his guests young again
  - B. his guests would repeat their past mistakes
  - C. he could bring Sylvia back to life
  - D. his guests would get along with one another





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

## The Experiment Quiz

Directions: Read *The Experiment* from the May issue of *Scope*. Then answer the questions below.

---

1. In Scene 1, the guests talk about Sylvia dying during one of Dr. Heidegger's experiments. This conversation \_\_\_\_\_.
  - A. makes Dr. Heidegger seem creepy and possibly dangerous
  - B. lets the audience know that the play is going to be a love story
  - C. explains why the four friends made so many mistakes in their lives
  - D. hints that Sylvia is not really dead
2. Consider these lines from Scene 3:  
**Heather:** Ah, yes, your famous "experiments."  
Will we be examining a spider under a microscope?  
**SD3:** The guests chuckle.  
**What do these lines reveal?**
  - A. The guests respect Dr. Heidegger.
  - B. Most of Dr. Heidegger's experiments are on bugs.
  - C. Heather is interested in spiders.
  - D. The guests don't take Dr. Heidegger seriously.
3. In Scene 4, SD3 says, "The four young people laugh heartily as Heidegger again refills their glasses." The word *heartily* tells you that they laughed \_\_\_\_\_.
  - A. nervously
  - B. fully, without holding back
  - C. with disrespect
  - D. in a gentle way
4. In Scene 4, Heather says, "I'm going to build an elevator to the moon and sell tickets. I'll be rich!" What is the purpose of this line?
  - A. to show that Heather is smart and creative
  - B. to reveal that the Fountain of Youth is on the moon
  - C. to show that Heather will repeat the same type of mistakes she made in the past
  - D. to show Heather's interest in space travel
5. Which line suggests that the guests may have only imagined becoming young again?
  - A. **Heather:** My hair is the same blazing red it was years ago. This is truly a miracle!
  - B. **Jacob:** Ooh, look at me, I am *so old*. Oh oh oh, everything hurts!
  - C. **SD1:** His attention drifts to the mirror, which—though it is hard to see in the gloom—seems for a moment to reveal four withered figures fighting like wild animals.
  - D. **Clara:** To Florida! We will go to the Fountain of Youth.
6. The main goal of Dr. Heidegger's experiment was to find out if \_\_\_\_\_.
  - A. the water would make his guests young again
  - B. his guests would repeat their past mistakes
  - C. he could bring Sylvia back to life
  - D. his guests would get along with one another

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

## Constructed-Response Questions

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

7. In Scene 3, Clara says, “We understand how we became the miserable creatures we are today. I am sure we would all behave differently if given the chance to do it all again.” Does Clara turn out to be right or wrong? Support your answer with text evidence.
8. What kind of person is Dr. Heidegger? Support your answer with details from the play.

# The Experiment Contest

Write Dr. Heidegger's notes about his experiment. Be sure to include the purpose of the experiment, his observations, and his conclusions. Send it to The Experiment Contest. Three winners will each get *The 1,000 Year Old Boy* by Ross Welford.

## Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ good organization and transitions
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY June 16, 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 Wave Catcher” and “Monster Waves”

1. **ambassador** (am-BAS-uh-der) *noun*; An ambassador is an official representative of a government who has been sent to a foreign country. Ambassadors can live in that foreign country—known as the host country—or they can travel there often. An ambassador works to promote the interests of their own country while keeping a good relationship with their host country.

*Ambassador* can also refer to someone who acts as a representative or promoter of a city, state, company, or activity. A brand ambassador, for example, is hired to represent a brand to the public in a positive way.

2. **annex** (AN-eks) *verb*; As it is used in the article, *annex* means “to add an area or region to a country; to take control of a territory or place.”

For example, the United States annexed Texas in 1845, making it the 28th state. Prior to being annexed, Texas was known as the Republic of Texas and was part of the Republic of Mexico.

3. **comprise** (kuhm-PRAHYS) *verb*; *Comprise* means “to be made up of; consist of.” The United States of America comprises 50 states. The Harry Potter series comprises seven books.

4. **crest** (krehst) *noun*; As it is used in the article, *crest* means “the highest part or point of something.” In other words, it’s the top of something. The crest of a wave is the highest point—the part that curls over. The crest of a hill might offer a beautiful view of the town below.

5. **nimbly** (NIM-blee) *adverb*; The adjective *nimble* (NIM-buhl) means “quick and light in movement.” Nimble fingers might untie a knot in no time. Nimble rock climbers might amaze you with how quickly and easily they climb a cliff.

If something is done nimbly, it is done with quickness, lightness, and ease, as in “The monkey swung nimbly from the branches, gracefully moving from tree to tree.”

6. **prominence** (PRAH-muh-nuhns) *noun*; The adjective *prominent* (PRAH-muh-nuhnt) means “important and very well-known; famous.” Martin Luther King Jr. was one of the most prominent leaders in the civil rights movement.

Prominence is the state of being prominent—in other words, of being important and famous. Dr. King came to prominence in the 1960s.

7. **topography** (tuh-PAH-gruh-fee) *noun*; *Topography* refers to the physical features of the Earth’s surface in a particular place or region. An area’s topography includes both natural features like mountains, hills, valleys, lakes, and streams, as well as artificial features such as roads, railroads, and dams.

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

## Vocabulary Practice

### "The Wave Catcher" and "Monster Waves"

---

**Directions:** Respond to each prompt below.

1. Describe the topography of an imaginary planet called Zeron.
2. Which animal moves nimbly, a cheetah or a hippopotamus?
3. What is something you'd want to achieve prominence for?
4. Finish this sentence: *My class schedule this year comprises . . .*

---

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

- |  |   |
|--|---|
| 5. <b>annex</b><br>a. add<br>b. disconnect | 7. <b>ambassador</b><br>a. president<br>b. representative |
| 6. <b>crest</b><br>a. peak<br>b. base      | 8. <b>prominence</b><br>a. greatness<br>b. unimportance   |

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

# Close-Reading Questions

## "The Wave Catcher"

---

1. To Hawaiians, how is surfing more than a hobby or sport? (key ideas and details)
2. What effect did Kahanamoku's Olympic swimming success have on surfing as a sport? (cause and effect)
3. How does the section "Outsiders Arrive" contribute to the article? (text structure)
4. Friedman writes that "by the end of the 1960s, even a kid living on a farm in Kansas—hundreds of miles from the ocean—would probably know what 'hang ten' and 'wipeout' meant." What does she mean? What do you think those terms might mean? (interpreting text)
5. Interpret the mural of Carissa Moore and Duke Kahanamoku pictured at the end of the article. Describe what you see in detail. What do you think the artist wanted to communicate? What do you see in the mural that makes you think that? (text features, synthesis, inference)



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

# Close-Reading Questions

## "Monster Waves"

---

1. What does Carro's use of figurative language in the introduction help readers understand? (figurative language)

2. Friedman writes that Hawaii's remote location "makes it perfect for surfing; there is nothing to stop waves from growing tall and powerful as they hurtle toward the islands' beaches." What does Carro's article add to your understanding of how big waves are created? (synthesis)

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

# Critical-Thinking Questions

## "The Wave Catcher" and "Monster Waves"

---

1. What makes a person a legend? What makes Kahanamoku legendary?

2. In what ways, if any, do you think differently about Hawaii after reading Friedman's article? About the United States?

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

## Video Discussion Questions

### “Into the World of Surfing”

1. Compare the music in the first half of the video with the music in the second half of the video. What mood does each piece of music convey?
2. Consider the image of the spectators watching big-wave surfing in Nazaré, Portugal. What information about big-wave surfing can you learn from this image?

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

---

# PLAN YOUR SPEECH

Read "The Wave Catcher" and "Monster Waves." Then use this planner to help you respond to the prompt that appears at the end of the articles.

---

**The prompt at the end of the article says:**

Write a speech to kick off a big-wave surfing competition held in Duke Kahanamoku's honor. Highlight his contributions to surfing and explain what viewers can expect to see in the competition.

**Let's find details from the articles to use in your speech.**



# DUKE KAHANAMOKU (ARTICLE 1)

**1.** Briefly explain who Duke Kahanamoku was.

**2.** Give a brief history of surfing and explain how Kahanamoku affected its popularity.

# BIG-WAVE SURFING (ARTICLE 2)

**3.** List the steps involved with big-wave surfing. We started the list for you.

1. The surfer is towed out to a big wave by a person on a jet ski.

**4.** Describe the waves that big-wave surfers ride.

YOU'RE READY TO WRITE YOUR SPEECH! USE THIS GRAPHIC ORGANIZER TO GUIDE YOU.

<b><i>Welcome the audience to the competition.</i></b>	
<b><i>Highlight Duke Kahanamoku's contributions to surfing.</i></b>	



***Explain what viewers can expect to see in the competition today.***

***In closing, acknowledge the surfers and the audience.***

# CHOICE BOARD

## "THE WAVE CATCHER" AND "MONSTER WAVES"

Write a speech to kick off a big-wave surfing competition held in Duke Kahanamoku's honor. Highlight his contributions to surfing and explain what viewers can expect to see in the competition.

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

Write a poem showing what it would be like to ride a monster wave. Choose from one of the following titles, or come up with your own: "Wall of Water," "Thrilling and Dangerous," "Turquoise Cocoon," "One with The Ocean."

Create a travel brochure for Hawaii. Include information about the location and landscape, surfing, and a topic of your choice. Draw on information in the article as well as your own research. Ideas for the third topic include: the ukulele, hula dancing, or the Hawaiian language.

The article ends with the sentence "As the father of modern surfing and one of Hawaii's greatest champions, Duke Kahanamoku would no doubt have been proud," referring to Carissa Moore winning the gold medal for Team USA. Write an imaginary dialogue between the two surfers. If Kahanamoku were still alive, what would he say to Moore after her win? What might Moore say to him in response?

Name:

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read "The Wave Catcher" and "Monster Waves." 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

Surfing is an important part of Hawaiian culture.

Claim

A. "Hawaii comprises a chain of islands in the Pacific Ocean, about 2,400 miles from the west coast of the United States mainland."

B. "And [surfing] was part of life, almost as essential as eating or sleeping."

C. "To ancient Hawaiians, surfing was known as *he'e nalu*, or wave riding. They told stories of powerful gods and goddesses who mastered the sea on their boards."

D. "Hawaii is one of the most remote places in the world, thousands of miles from any other land."

2. Read the lines from the first article below. Drag a ✓ onto the claim they all support.

“He was invited to show off his aquatic skills at pools and beaches across the U.S.”

“Dragging a 114-pound surfboard through the water had helped him develop a strong, fast stroke—fast enough to earn him a spot on the U.S. Olympic swim team.”

“He won gold and silver medals for the United States, becoming a celebrity almost overnight.”

“At the 1912 Summer Games in Stockholm, Sweden, Kahanamoku became the first Hawaiian athlete to win a medal in the Olympics.”

**Claim**

**A.** Kahanamoku was an incredible athlete.

**B.** Surfing’s popularity peaked in the 1960s.

**C.** Kahanamoku was the father of modern surfing.

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

**Claim**

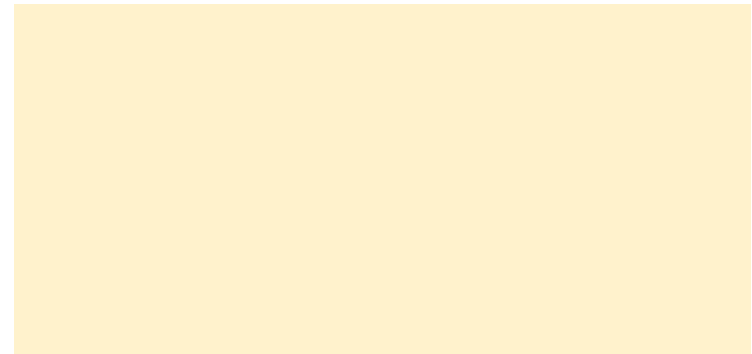
**Outsiders from Europe and the United States almost  
destroyed surfing in Hawaii.**

**Claim**

**Text Evidence 1:**

“In the late 1800s, to discourage the sport, the outsiders chopped up the Hawaiians’ lovingly crafted wooden surfboards and turned them into desks and chairs for schools.”

**Text Evidence 2:**



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

A large yellow rectangular box with a thin black border, intended for a student to write their response to question B.

4. Now it's your turn! Write a paragraph that answers this question:  
*Why is big-wave surfing dangerous?*

### Tips

- State your claim.  
(*Big-wave surfing is dangerous because \_\_\_\_.*)
- Support your claim with a piece of text evidence. (*As author Mackenzie Carro explains, \_\_\_\_.*)
- Explain how the evidence supports your claim.

### Your Paragraph

Name:

# FINDING TEXT EVIDENCE

**Directions:** Read “The Wave Catcher.”  
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

Surfing is an important part of Hawaiian culture.

Claim

A. "Hawaii comprises a chain of islands in the Pacific Ocean, about 2,400 miles from the west coast of the continental United States."

B. "And [surfing] was a part of life, almost as essential as eating or sleeping."

C. "To ancient Hawaiians, surfing was known as *he'e nalu*, or wave riding. They told stories of powerful gods and goddesses who mastered the sea on their boards."

D. "Hawaii is one of the most remote places in the world, thousands of miles from any other land."

2. Read the lines from the article below. Drag a  onto the claim they all support.

“He was invited to show off his aquatic skills at pools and beaches across the U.S.”

“Dragging a 114-pound surfboard through the water had helped him develop a strong, fast stroke—fast enough to earn him a spot on the U.S. Olympic swim team.”

“He won gold and silver medals for the United States, becoming a celebrity almost overnight.”

“At the 1912 Summer Games in Stockholm, Sweden, Kahanamoku became the first Hawaiian athlete to win a medal in the Olympics.”

***Claim***

**A.** Kahanamoku was an incredible athlete.

**B.** Surfing’s popularity peaked in the 1960s.

**C.** Kahanamoku was the father of modern surfing.

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

**Claim**

**Outsiders from Europe and the United States almost  
destroyed surfing in Hawaii.**

**Claim**

**Text Evidence 1:**

“In the late 1800s, to discourage the sport, the outsiders chopped up the Hawaiians’ lovingly crafted wooden surfboards and turned them into desks and chairs for schools.”

**Text Evidence 2:**

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

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

## Paired Texts Quiz

**Directions:** Read “The Wave Catcher” and “Monster Waves” from the May issue of *Scope*. Then answer the questions below.

---

1. Which section of “The Wave Catcher” helps readers understand surfing’s long and important history in Hawaii?
  - A. the introduction
  - B. “Part of Life”
  - C. “Outsiders Arrive”
  - D. “Overnight Celebrity”
2. Author Allison Friedman writes that the newly designed surfboards “made surfing more accessible for beginners.” She means that the new boards made surfing \_\_\_\_\_.
  - A. more fun
  - B. harder
  - C. easier
  - D. more affordable
3. In the article “Monster Waves,” author Mackenzie Carro writes, “Like a giant sheet of moving concrete, this wave could crush a human being like a bug.” This figurative language helps readers understand how \_\_\_\_\_ big waves are.
  - A. unpredictable
  - B. tall and graceful
  - C. powerful and dangerous
  - D. close together and fast-moving
4. Carro later writes, “The wave crests over her and suddenly she’s inside it, the water forming a turquoise cocoon.” This comparison portrays being inside the wave as \_\_\_\_\_.
  - A. terrifying
  - B. risky
  - C. peaceful
  - D. challenging
5. The main purpose of “The Wave Catcher” is to \_\_\_\_\_, whereas the main purpose of “Monster Waves” is to \_\_\_\_\_.
  - A. describe the life of surfer Carissa Moore; describe new storm-tracking technology
  - B. teach readers about the Pacific Ocean; explore the question of whether or not big-wave surfing is too dangerous
  - C. teach readers about Hawaii; explain how waves form
  - D. describe Duke Kahanamoku’s influence on surfing; teach readers about big-wave surfing
6. What conclusions can readers draw after reading these articles? Choose THREE.
  - A. Surfing has evolved over time.
  - B. Surfing is a global and popular sport.
  - C. Surfing requires skill and training.
  - D. Most surfers live near the beach.

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

## Constructed-Response Questions

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

7. Describe the mood of the introduction to “Monster Waves.” Explain how author Mackenzie Carro creates this mood. Use text evidence to support your answer.
8. Compare the surfing of the 1940s to the big-wave surfing of today. Use text evidence to support your answer.

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

## Paired Texts Quiz

**Directions:** Read “The Wave Catcher” and “Monster Waves” from the May issue of *Scope*. Then answer the questions below.

---

- In the article “The Wave Catcher,” the section “Part of Life” helps readers understand why surfing \_\_\_\_\_.**
  - became popular in California
  - was important in Hawaii
  - was once banned in Hawaii
  - is popular today
- Author Allison Friedman writes, “A band called the Beach Boys crooned about the joys of ‘surfin’ USA.” Which word could replace *crooned* in the sentence above?**
  - explained
  - complained
  - sang
  - laughed
- In the article “Monster Waves,” author Mackenzie Carro describes a wave as “a giant sheet of moving concrete.” She makes this comparison to show how \_\_\_\_\_ the wave is.**
  - beautiful
  - fast-moving
  - powerful
  - unpredictable
- Carro later writes, “The wave crests over her and suddenly she’s inside it, the water forming a turquoise cocoon.” By comparing the wave to a cocoon, Carro makes being inside the wave sound \_\_\_\_\_.**
  - terrifying
  - risky
  - peaceful
  - challenging
- The main purpose of the article “Monster Waves” is to \_\_\_\_\_.**
  - describe new storm-tracking technology
  - explore the question of whether or not big-wave surfing is too dangerous
  - explain how waves form
  - teach readers about big-wave surfing
- What conclusions can readers draw after reading these articles? Choose THREE.**
  - Surfing has evolved over time.
  - Surfing is a globally popular sport.
  - Surfing requires skill and training.
  - Most surfers live near the beach.

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

## Constructed-Response Questions

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

7. The mood of the introduction to “Monster Waves” is intense and exhilarating. Explain how author Mackenzie Carro creates the mood. (*Exhilarating* means “thrilling in a way that makes you very happy and excited.”)
8. In “The Wave Catcher,” author Allison Friedman portrays the surfing of the 1940s as laid-back and fun. How is big-wave surfing different? Use text evidence to support your answer.

## Surf Contest

Write a speech to kick off a big-wave surfing competition held in Duke Kahanamoku's honor. Highlight his contributions to surfing and explain what viewers can expect to see in the competition. Send your speech to Surf Contest. Three winners will each get *Samira Surfs* by Rukhsanna Guidroz.

### Entries will be judged on:

- ✓ use of key ideas and supporting details
- ✓ use of information from both texts
- ✓ good organization and transitions
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY June 16, 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

## "Your Phone Is Spying on You"

1. **anonymous** (un-NON-uh-muhs) *adjective*; As it is used in the article, *anonymous* means "nameless or unidentified." If a letter's author is anonymous, no one knows who wrote the letter. If you take an anonymous survey, you don't have to provide your name, and there will be no way to identify who submits each response.
2. **consumer** (kuhn-SOO-mer) *noun*; A consumer is a person who purchases goods and services for personal use. When people check out at the grocery store, order items online, or buy movie tickets, they're being consumers.
3. **jargon** (JAHR-guhn) *noun*; *Jargon* is the special words or expressions used by a particular group or profession. Jargon can be difficult for anyone outside the group or profession to understand. Here's an example of legal jargon: If a lawyer says she's "on recess," she doesn't mean she's at the playground—she means her trial is on break until a later date and time.
4. **manipulate** (muh-NIP-yuh-layt) *verb*; To manipulate others is to skillfully influence them, often with the intent to deceive them.

A company might manipulate people into buying its products by saying there are "limited amounts." This makes people feel they have to buy the products right away, before they lose their chance.

5. **relentless** (rih-LENT-lis) *adjective*; The verb *relent* means "to become less severe or harsh," as in "After the storm relented, we went outside to play catch."

Something that is relentless shows no sign of lessening in intensity—it's harsh, unforgiving, and constant. A neighbor's relentless drumming might cause you to shut your windows. Relentless summer heat might cause you and your friends to head for the swimming pool.

6. **revenue** (REV-uhn-yoo) *noun*; Revenue is the total amount of money a business brings in before it subtracts the expenses required to earn that money.

For example, say a peanut butter company sells \$7 million worth of peanut butter a year. That \$7 million is the company's revenue. A lot of that money is used to pay for things: jars, peanuts, people to work in the factory, and so on. The amount left after the company pays for all those things might be only \$700,000. That amount—what's left after all the bills are paid—is called the profit.

7. **curated** (KYOOR-ayt-id) *adjective*; Something that is curated has been carefully chosen, organized, and presented by someone with special knowledge or expertise. The "For You" page on TikTok is a curated list of videos the platform thinks you'll like based on what you've viewed in the past. Your school's media specialist might display a curated collection of great sci-fi novels at the front of the library.

8. **maintain** (mayn-TAYN) *verb*; To maintain something is to keep it going—to prevent it from declining, failing, or stopping. If Jake uses his allowance to maintain the website for his new online sneaker business, he is using his allowance to pay for everything necessary to keep the website up and running.

9. **relevant** (REL-uh-vuhnt) *adjective*; If something is relevant, it is closely connected to the matter at hand; it's important, appropriate, or significant.

As a middle schooler, you might find a novel about the ups and downs of middle school relevant to your life. If you apply for a babysitting job, you might be asked to share relevant work experience, like babysitting jobs you've had or other jobs where you've worked with kids.

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

## Vocabulary Practice

### "Your Phone Is Spying on You"

---

**Directions:** Choose the best ending to each sentence.

1. Jo published a poem anonymously. This means
    - A. Jo's full name was published with the poem.
    - B. the poem was published without Jo's name on it.
  2. The reporter was relentless in tracking down secret documents. The reporter
    - A. didn't give up and persisted in the investigation.
    - B. decided not to look for the documents.
  3. Jargon is language that
    - A. only people in a specific group will understand.
    - B. everyone easily understands.
- 

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

- |   |   |
|---|---|
| 4. <b>consumer</b> <ol style="list-style-type: none"><li>a. buyer</li><li>b. seller</li></ol>                       | 8. <b>revenue</b> <ol style="list-style-type: none"><li>a. debt</li><li>b. income</li></ol>                           |
| 5. <b>jargon</b> <ol style="list-style-type: none"><li>a. special vocabulary</li><li>b. simple vocabulary</li></ol> | 9. <b>relevant</b> <ol style="list-style-type: none"><li>a. related</li><li>b. unrelated</li></ol>                    |
| 6. <b>relentless</b> <ol style="list-style-type: none"><li>a. nonstop</li><li>b. peaceful</li></ol>                 | 10. <b>curated</b> <ol style="list-style-type: none"><li>a. specially selected</li><li>b. randomly selected</li></ol> |
| 7. <b>maintain</b> <ol style="list-style-type: none"><li>a. continue</li><li>b. destroy</li></ol>                   | 11. <b>anonymous</b> <ol style="list-style-type: none"><li>a. known</li><li>b. unknown</li></ol>                      |

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Your Phone Is Spying on You" develop their arguments. We filled in some information for you.

	Carla Ramirez	Daniel Taylor
line(s) that expresses the central claim	"The result is the same, though: a huge invasion of privacy. That's why I believe tracking and targeted advertising should not be allowed."	
two pieces of evidence that support the central claim	1.  2.	1.  2.
line(s) that expresses the counterclaim		"Some say that targeted advertising is manipulative, that companies are using our data to trick us into buying their products."
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 "Your Phone Is Spying On You" develop their arguments. We filled in one box for you.

	Carla Ramirez	Daniel Taylor
line(s) that expresses the central claim	"The result is the same, though: a huge invasion of privacy. That's why I believe tracking and targeted advertising should not be allowed."	
two pieces of evidence that support the central claim	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

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

# Write An Argument Essay

**Directions:** Read "Your Phone Is Spying On You." Complete the scavenger hunt at the end of the article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Are tracking and targeted advertising a problem?

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 tracking and targeted advertising are not a problem, one of your supporting details might be that the data that companies collect and sell isn't specific or personal.**

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think tracking is a problem, summarize the strongest arguments in support of tracking that Daniel presents in his essay. If you think tracking is NOT a problem, summarize the strongest arguments against tracking that Carla presents in her essay.

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### 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.

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### 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 an experience you've had with online tracking technology. Was it positive? Negative?
- 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 it really fair that companies \_\_\_\_\_?"
- 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.

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---

### **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 tracking technology and targeted advertising. Finish it in the space provided.

**Our online activity is being tracked. Some people think this is an invasion of privacy, and a big problem. Others believe . . .**

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---

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### **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 tracking is problematic. (See Scope's "Great Transitions" handout 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

## "Bag for Life"

1. **garish** (GEHR-ish) *adjective*; If you describe something as garish, you think that it is overly bright and showy. Dressing up as a clown for Halloween? You'll need garish clothing, hair, and makeup—the more colorful and tacky, the better.
2. **peer** (peer) *verb*; To peer is to look curiously and carefully, especially at something that is difficult to see or perceive. You might peer out a window to see who just rang your doorbell. Or you might peer into a dark closet to look for a lost book.
3. **salivate** (SA-luh-veyt) *adjective*; To salivate is to produce a large flow of saliva, especially in anticipation of food. The delicious smell of cookies baking in the oven might make you salivate.
4. **vague** (veyg) *adjective*; As it is used in the story, *vague* means "not having or giving specific information or details about something; being overly general."

For example, here's a conversation between Dan and Dave, who just watched a movie together.

**Dan:** So how'd you feel about the movie?

**Dave:** Ehh, there were a lot of things I didn't like about it.

**Dan:** Really? Like what? What didn't you like?

**Dave:** I don't know, just . . . things, ya know.

Dave is being vague.

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

## Vocabulary Practice

### "Anything Is Possible"

---

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

1. The neon-yellow paint my sister chose for her bedroom walls is a bit **garish/vague** for my taste.
2. This pizza commercial makes me **peer/salivate** every time I see it.
3. Principal Griffin **peered/salivated** into the cafeteria, searching for Mrs. Zimmerman.
4. With Kara's **vague/garish** directions, we're sure to get lost. She didn't even leave us her house number.

---

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

- |  |  |
|--|--|
| 5. <b>peer</b><br>a. look<br>b. ignore       | 7. <b>garish</b><br>a. simple<br>b. flashy |
| 6. <b>salivate</b><br>a. drool<br>b. swallow | 8. <b>vague</b><br>a. clear<br>b. unclear  |

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

# Close-Reading Questions

## "Bag for Life"

---

1. What does Amila think Dad means when he says, "I'm saving it for when we really need it"?
2. What can you infer about why Dad and Amila are walking through the forest? Explain.
3. What does Amila focus on as they walk? How is she feeling physically and emotionally?
4. Why has Dad been carrying a bag full of stones? Does his plan work?

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

# Critical-Thinking Questions

## "Bag for Life"

---

1. As you were reading, what did you think was in the bag? How did you feel when you learned that it was stones?

2. What idea about hope is expressed in this story?

3. What do you like/dislike about this story?

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

# STORY PLANNER

**Directions:** Jot down ideas in this graphic organizer to help you plan your prequel to "Bag for Life."  
(A **prequel** is a story that comes before an existing piece of writing.)

## ↪ THE SETTING ↩

Where and when does your story take place? This should lead up to Dad and Amila's journey through the forest.

## ↪ THE CHARACTERS ↩

Who appears in your story?  
Will anyone besides Dad and Amila appear in your prequel?

## ↪ THE CONFLICT ↩

What problem do your characters face? What opposing force are they up against?  
Is it others? The environment? The supernatural?  
Remember, you are building toward the conflict in "Bag for Life."

## → THE PLOT ←

Jot down ideas about what happens to create an outline or mini summary of the events in your story. Include details and events to show how and why Dad and Amila end up in the forest without their belongings.

BEGINNING:

MIDDLE:

END:

## → THEME ←

What broader topic is your story about (for example, friendship, war, revenge, family)? What will your story say about that topic? (Consider the theme in “Bag for Life” and how your prequel’s theme is similar or different.)

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

# MAKING INFERENCES

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

**Directions:** Read "Bag for Life." Then fill in the chart below by responding to the prompts that appear in *italics*.

Clues	Inference
<p><b>1.</b> At the beginning of the story, Amila asks her father about the bag:</p> <p>"What's in the bag?" I ask for the umpteenth time . . .</p> <p>"You'll find out soon, Amila," says Dad. His answers are always vague when I ask about the bag. "I'm saving it for when we really need it."</p>	<p><i>What does Amila think Dad means when he says, "I'm saving it for when we really need it"?</i></p>
<p><b>2.</b> Consider the situation Dad and Amila are in:</p> <p>"Dad's been clutching the bag ever since we entered the forest. I'm not sure where or when he picked it up. It's the only thing either of us is holding; we left too quickly to take anything else. The bag is from a supermarket—it's one of those 'bag for life' ones . . ."</p>	<p><i>What can you infer about why Dad and Amila are walking through the forest? Explain.</i></p>



Clues	Inference
<p>3. Consider Amila's thoughts and feelings as she and Dad walk through the forest:</p> <p>"Can we eat the food yet?"</p> <p>"No."</p> <p>"What about now?"</p> <p>"No."</p> <p>"What about now?"</p> <p>"No."</p> <p>That's about the extent of our conversations in the days that follow. My feet are sore, my back aches, my whole body feels like it's falling apart. We're never getting out of here.</p> <p>I keep my eyes on the bag for life as it sways back and forth, back and forth. Maybe it's not tins. Maybe it's chocolate or biscuits or—</p>	<p><b><i>What does Amila focus on as they walk? How is she feeling physically and emotionally?</i></b></p>
<p>4. At the end of the story, Dad shows Amila the contents of the bag for life:</p> <p>I hold my breath and peer inside.</p> <p>"Oh," I say, and then I understand.</p> <p>At the bottom of the bag, smooth and gray and speckled with dirt, are three large stones.</p>	<p><b><i>Why has Dad been carrying a bag with stones? Does his plan work?</i></b></p>

# CHOICE BOARD

## "BAG FOR LIFE"

Make inferences (and use your imagination) to write a prequel: a story about events that happened *before* "Bag for Life."

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

Rewrite "Bag for Life" from the perspective of Amila's father. Think about what aspects of the story would be similar and different based on his knowledge and their shared experiences.

Choose a journal prompt:

Should people lie for the sake of others?  
Support your opinion with details from "Bag for Life" and your personal experience.

-OR-

As you read the story, what did you think might be in the bag? How did you feel when you found out it was stones?

Write a poem that answers the following question: Why did Amila's father carry a bag with rocks throughout their journey?  
Choose one of the following titles, or come up with your own: "Bag for Life," "We Have to Save It," "Hope," "We're Going to Be All Right."

# Bag for Life Contest

Make inferences (and use your imagination) to write a prequel:  
a story about events that happened *before* "Bag for Life."  
Send your story to Bag for Life Contest. Three winners will each get  
a \$20 gift card to the online Scholastic Store.

## Entries will be judged on:

- ✓ creativity
- ✓ understanding of inference
- ✓ 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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY June 16, 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

## "Anything Is Possible"

1. **accessible** (ak-SEH-suh-buhl) *adjective*; The verb *access* (AK-ses) means "to approach or enter a place," as in "You can use that staircase to access the roof."

*Accessible* means "able to be reached or entered," as in "The island is accessible only by boat."

As used in the article, *accessible* means "built or modified in a way that allows use by people of all abilities." A building that has stairs but no ramps or elevators would not be accessible to wheelchair users.

2. **inclusive** (in-KLOO-siv) *adjective*; The verb *include* (in-KLOOD) means "to take in or have as part of a whole," as in "A healthy diet includes vegetables" or "Thanks for including me in movie night."

As it is used in the article, *inclusive* means "including everyone." An inclusive place or organization aims to include all people or groups, especially those who have historically been left out (because of race, gender, sexual orientation, or ability).

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

## Vocabulary Practice

### "Anything Is Possible"

**Directions:** In each blank, write the word that best completes the sentence.

**WORD BANK****access****accessible****include****inclusive**

1. You need your password to \_\_\_\_\_ your Netflix account.
2. No roads lead to the lake. It is \_\_\_\_\_ only by walking trails.
3. We should \_\_\_\_\_ a map in our presentation about ancient Egypt.
4. Akheem belongs to an \_\_\_\_\_ dance company that features performers with and without disabilities.

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

5. **accessible**

- a. reachable
- b. restricted

6. **inclusive**

- a. welcoming
- b. disrespectful

**Directions:** Write a sentence using *accessible*, *inclusive*, or both.

7.

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

# THE SHORT WRITE KIT



**Anything Is Possible**

How Melody Day helped her school create a playground for all kids  
By Nicole Tesco and Jennifer Bryan

**Improved Designs**

Not so long ago, most school buildings were not accessible to kids who used walkers or wheelchairs, and public schools could deny entry to students with disabilities. And it wasn't just schools. Restaurants, stores, museums, public transportation—indeed, most public spaces—were all designed without consideration for those with disabilities.

A law called the Americans With Disabilities Act (ADA) helped change that. Passed in 1990, the ADA made it illegal to discriminate against persons with disabilities. The law requires schools, stores, and other buildings to be accessible. It has led to more ramps into buildings, school busses that lift on buses, built on elevator busses, and closed-captioning in theaters and theaters.

Despite these improvements, some public areas remain inaccessible. Thanks to Melody, the playground at Heritage is no longer one of them. But it would take her time and effort to turn her vision for the playground into a reality.

**Planning the Playground**

Melody presented her idea to her principal—who loved it. But there was a problem: The school didn't have the funds to pay for it.

Melody was not about to let that stop her though. She started a GoFundMe page, where people donated money. Her classmates gave their allowances and held fundraisers. A playground equipment company called Cunningham Recreation stepped in to support the project as well.

In Melody helped make plans for the playground.

**What can you learn from this article about how to make a difference?**

**Directions:** In your own document, answer the question above in a well-organized paragraph. Be sure to use at least two pieces of text evidence to support your ideas.

Join the Short Write Kit at Scope Online to help you write your paragraph.

**Nonfiction**

she was thinking not just about herself and her friends, but also about the students who would attend Heritage in the future. It was important to Melody that the playground be accessible to all kids—not just those in wheelchairs. After all, she points out, “people in wheelchairs aren't the only ones who have disabilities.”

The Melody Garden was finally completed in the summer of 2020. It features no large, colorful metal instruments as well as a “buddy bench” where friends can sit together. And the ground that surrounded the old equipment has been replaced by a flat surface.

**A Place of Belonging**

Now 13, Melody has moved on to middle school, where there is no playground and students don't get recess. “I feel I'm banned about it,” she says.

Meanwhile, a new group of students is enjoying the Melody Garden. To some people, it may look like just a few instruments. But to Melody and others, it's a place that lets them know they belong.

**Left out**

Melody was born with cerebral palsy (CP), a condition that affects movement, balance, and posture. CP happens when the brain can't properly send messages to muscles.

People with CP can experience a variety of symptoms. In Melody's case, she is unable to walk on her own. She has trouble getting in and out of her wheelchair, and it's hard for her to lift things with her right hand.

Because she uses a wheelchair, Melody often found herself sitting alone at recess. Her friends would chat with her for a bit but then run off to the swings or monkey bars. Melody could not join them because the playground wasn't accessible to her: she couldn't use any of the equipment. In fact, she couldn't even enter the playground, because it was surrounded by a low concrete barrier and filled with grass that she could not navigate in her wheelchair.

One day when she was in fourth grade, Melody once again watched her friends go off and play. “I thought to myself, Why am I just sitting here?” she remembers.

That's when Melody had an idea. She would help her school build an inclusive playground, where no one would be made to feel like an outsider.

**Directions: Read “Anything Is Possible.”**  
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 can you learn from this article about how  
to make a difference?



*We started  
you off by  
echoing the  
question.*

**Your claim:**  
From the article "Anything Is Possible," you can learn that in  
order to make a difference,

*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.

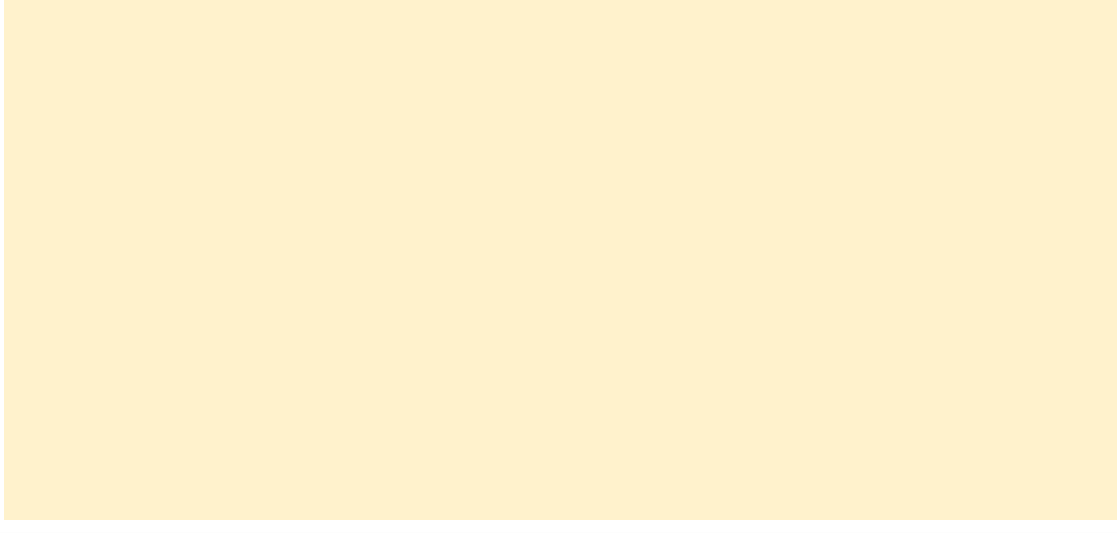
### Text Evidence 1

### Commentary

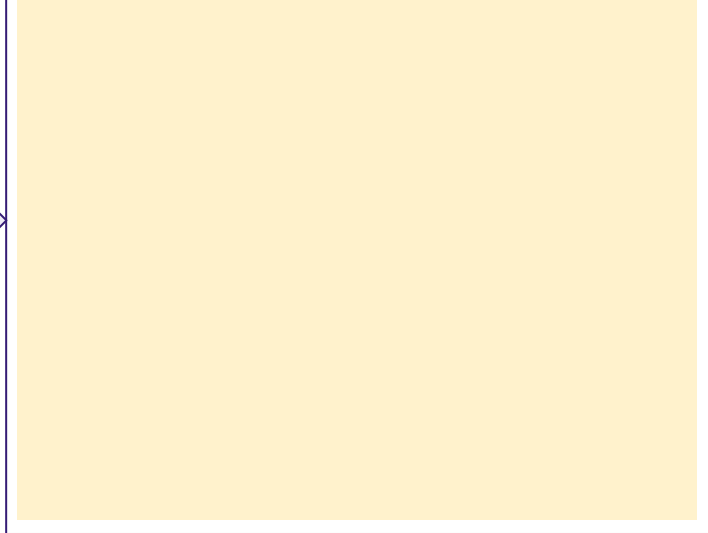




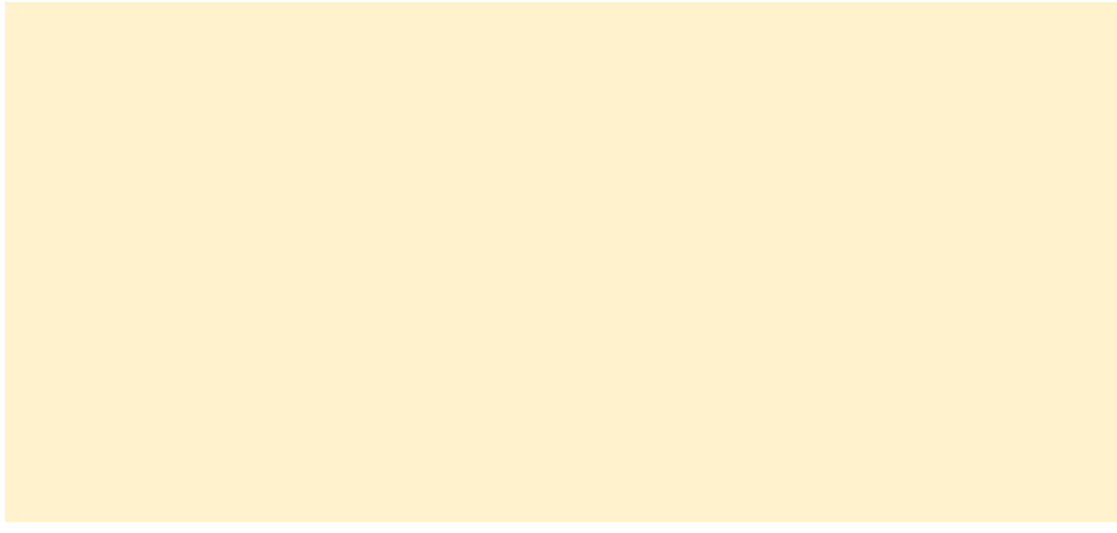
**Text Evidence 2**



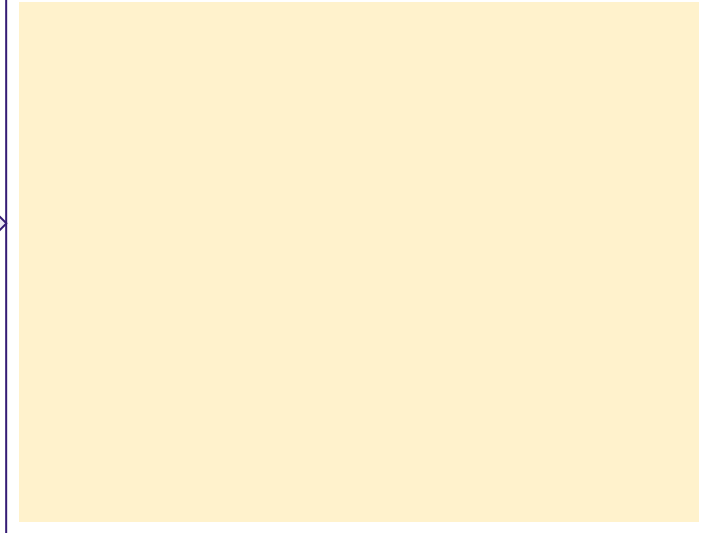
**Commentary**



**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 Nicole Tocco and Jennifer Dignan explain in their article "Anything Is Possible," \_\_\_\_\_.

(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 authors."

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 below with information from three sections in "Anything Is Possible."

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

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

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.

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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 three sections in "Anything Is Possible." 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>
"Left Out"	Melody was often left out during recess because her school's playground was not accessible to her.	<ul style="list-style-type: none"> <li>• Melody uses a wheelchair, so she could not use the monkey bars or other equipment.</li> <li>• Melody couldn't navigate the concrete barrier or gravel to enter the playground.</li> <li>• Feeling left out as her friends ran off to play inspired Melody to help create an inclusive playground for her school.</li> </ul>
"Improved Designs"		

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

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.

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

## “Anything Is Possible” Quiz

**Directions:** Read “Anything Is Possible” from the May issue of *Scope*. Then answer the questions below.

---

1. **Based on information in the article, you can infer that Melody Day is \_\_\_\_\_.**
  - A. outgoing and artistic
  - B. shy and timid
  - C. funny and talkative
  - D. thoughtful and determined
2. **Which of the following BEST support your answer to Question 1? Choose TWO.**
  - A. “Her classmates gave their allowances and held fundraisers.”
  - B. “Melody was not about to let that stop her though. She started a GoFundMe page, where people donated money.”
  - C. “It was important to Melody that the playground be accessible to all kids—not just those in wheelchairs.”
  - D. “Now 13, Melody has moved on to middle school, where there is no playground and students don’t get recess.”
3. **The section “Improved Designs” \_\_\_\_\_.** Choose TWO.
  - A. explains that the treatment of people with disabilities has changed over time
  - B. shows Melody’s hard work
  - C. helps readers understand what the ADA is and how it has affected the lives of people with disabilities
  - D. describes various types of accessible playground equipment
4. **All the claims below can be supported by information in the article EXCEPT which?**
  - A. Melody Day changed her school for the better.
  - B. Many schools in America have inaccessible playgrounds.
  - C. Melody Day is passionate about inclusivity.
  - D. People with disabilities have not always been treated fairly or kindly.

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

## Constructed-Response Question

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

---

5. Anne Frank once wrote, “How wonderful it is that nobody need wait a single moment before starting to improve the world.” What does this quote mean? How does it relate to “Anything Is Possible”?



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

## “Anything Is Possible” Quiz

**Directions:** Read “Anything Is Possible” from the May issue of *Scope*. Then answer the questions below.

---

1. **Based on information in the article, you can infer that Melody Day is \_\_\_\_\_.**
  - A. artistic
  - B. shy
  - C. funny
  - D. determined
2. **Which BEST support your answer to Question 1? Choose TWO.**
  - A. “Her classmates gave their allowances and held fundraisers.”
  - B. “Melody was not about to let that stop her though. She started a GoFundMe page, where people donated money.”
  - C. “But it would take her time and effort to turn her vision for the playground into a reality.”
  - D. “It features six large, colorful musical instruments as well as a ‘buddy bench’ where friends can sit together.”
3. **The section “Improved Designs” \_\_\_\_\_.** Choose TWO.
  - A. shows how the treatment of people with disabilities has changed over time
  - B. shows how hard Melody worked
  - C. explains what the ADA is and why it is important
  - D. explains what Braille is
4. **Consider the following claim: “People with disabilities have not always been treated fairly or kindly.” Which of the following supports this claim?**
  - A. “It was a playground for all kids—including kids who use wheelchairs, like her.”
  - B. “Not so long ago, most school buildings were not accessible to kids who used walkers or wheelchairs, and public schools could deny entry to students with disabilities.”
  - C. “The law requires schools, stores, and other buildings to be accessible.”
  - D. “Now 13, Melody has moved on to middle school, where there is no playground and students don’t get recess.”

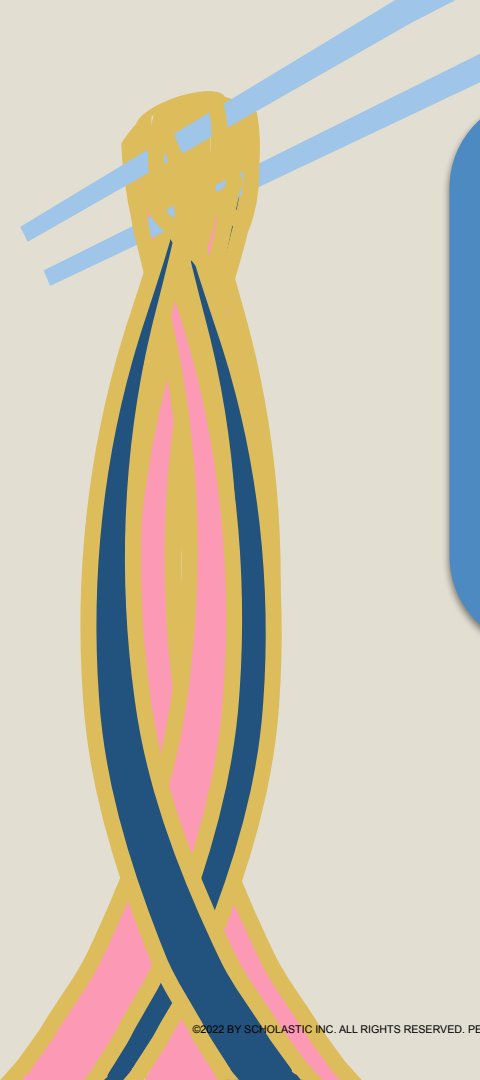
Name: \_\_\_\_\_

## Constructed-Response Question

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

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5. Anne Frank once wrote, “How wonderful it is that nobody need wait a single moment before starting to improve the world.” What does this quote mean? How does it relate to “Anything Is Possible”?



# Analyzing Poetry: “Grandfather’s Chopsticks” by Janet Wong

## 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  
Janet Wong  
read her  
poem.](#)

A stylized illustration of a hand holding two chopsticks. The hand is yellow with blue and pink stripes. The chopsticks are blue and yellow. The background is a light beige color.

# THE BASICS

**Describe the basic structure of “Grandfather’s Chopsticks” by answering the questions below.**

**1. Who is the speaker in this poem? Why do you think so?**

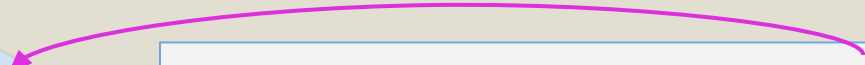
**2. In general, what situation or event is described in the poem? How do you know?**



# FIGURATIVE LANGUAGE

## Simile

A simile is a comparison between two unlike things that uses the words *like* or *as*. Writers use similes to illuminate a particular quality or aspect of something. For example, “David’s voice is like melted chocolate” is a simile in which David’s voice is compared to melted chocolate. This simile suggests that David’s voice is rich, smooth, sweet, and warm—qualities we associate with melted chocolate.



3. In the first stanza, the speaker uses a simile comparing her grandfather’s chopsticks to “extra-long superhero fingers.” What does this simile tell you about the chopsticks or about how Grandfather uses the chopsticks?

## Personification

Personification is describing an animal, object, or idea—in other words, something that is not a person—as though it possesses human qualities or emotions. For example: “The chair groaned in protest as Mr. White plopped down” or “The wind whispered its ancient secrets.”

4. Where in the poem does the poet use personification?

## Sensory Details

Sensory details describe how something looks, sounds, feels, tastes, or smells.

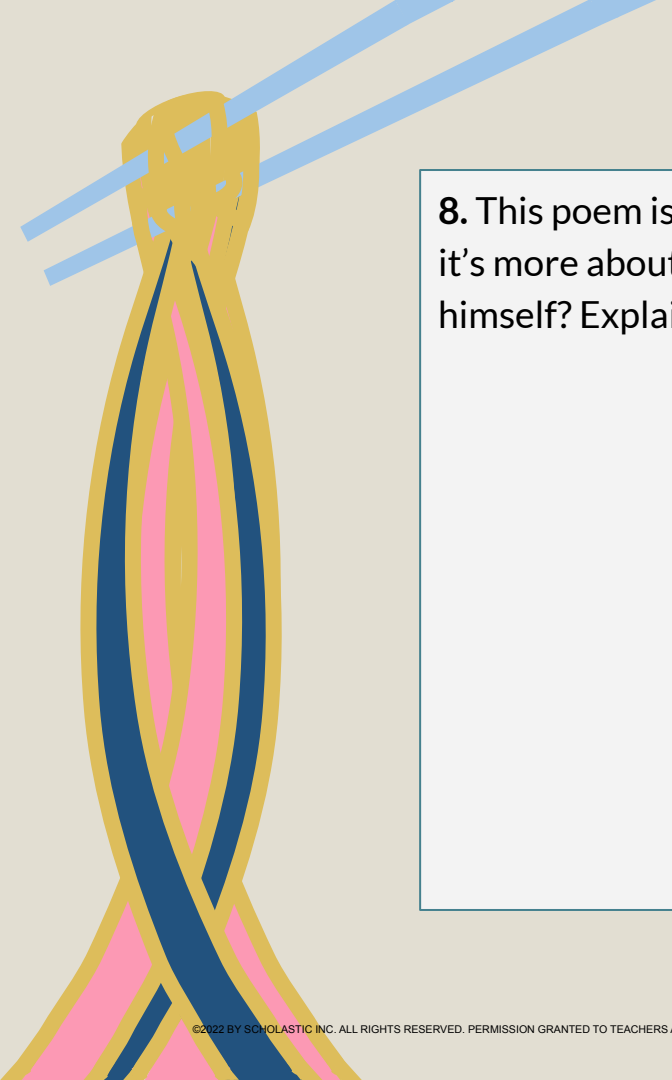
5. In the second stanza, the poet provides sensory details about the food Grandfather serves. Why do you think the poet includes these details?



## MEANING

6. In the last stanza, the speaker asks how the chopsticks know exactly what she wants to eat. What do you think the speaker means?

7. What do you think this poem suggests about the relationship between the speaker and her grandfather? Explain your answer.



8. This poem is called “Grandfather’s Chopsticks.” Do you think it’s more about Grandfather’s chopsticks or about Grandfather himself? Explain.



# Poetry Writing Planner

## Directions:

Read the poem "Grandfather's Chopsticks" by Janet Wong. Then use this planner to help you write your own poem about an object. Use your own paper or document for your writing.

# 1. Brainstorm

What object will you write your poem about? List at least one idea for each of the circles below as well as any other ideas you have.

## Tip:

Be specific! For example, instead of writing “a pencil,” name a *particular* pencil.

A

the first object  
that popped into  
your mind

B

objects you see  
every day but  
never think much  
about

C

objects  
connected to  
people, places, or  
activities that are  
important  
to you

D

objects you  
have strong  
emotions about  
(positive or  
negative)

## 2. Choose

Look back over your list. Choose an object to write your poem about. Star it.



## 3. Reflect

Jot down some information or thoughts about your object. We've provided some questions you can answer if you're not sure where to start, but you can write anything you want. Don't worry about trying to write a poem yet—just get some ideas down in whatever way they might come out.

Who uses this object and what do they use it for?

Does this object connect to a particular person, place, or activity? Explain.

What made you choose this object?

If this object had a personality, what would it be?

What are your feelings about this object?

## 4. Write Your First Draft

Now that you have some ideas, it's time to write the first draft of your poem.

### Guidelines:

- ▶ **Include one simile:** a comparison between two unlike thing that uses the word *like* or *as*. Writers use similes to illuminate a particular quality or aspect of something.
- ▶ **Include one example of personification:** describing an animal, object, or idea—in other words, something that is not a person—as though it possesses human qualities or emotions.
- ▶ **Give your poem a title.** Janet Wong used the object she was writing about as the title of her poem. Do you want to do the same thing? Or do you have a different idea?

## 5. Revise

***When you have your first draft . . .***

Read your poem aloud a few times.  
Is there anything that doesn't feel quite right?  
Or that doesn't sound quite right? Sometimes  
a small change can make a big difference. Keep  
making changes, big and small, until you're  
satisfied with your poem.

# My Poetry Contest

Look through the poem for a simile and personification. Then choose an object to write a poem about. Include at least one simile and one example of personification. Send it to My Poetry Contest. Three winners will each get a \$20 gift card to the online Scholastic store.

## Entries will be judged on:

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

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](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY June 16, 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: \_\_\_\_\_

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# YOU WRITE IT

## A STEP-BY-STEP WRITING PLANNER

**Directions:** Read the interview  
"Meet a Teen Journalist."  
Then complete this activity to plan your article.

1.

**Write the central idea, in your own words.** The headline gives you a clue about the central idea of the interview and what the central idea of your article should be.

2.

**Paraphrase each question and answer.** Write in the third-person point of view (using *he*, *she*, or *they*). We did the first question-and-answer for you.

**Q-and-A No. 1:**

Zhoriél Tapo became a reporter for Scholastic Kids Press about three years ago. She has always loved watching the news, talking to people, and writing, so when her parents saw that Scholastic was accepting applications for Kid Reporters, she decided to apply.

**Q-and-A Nos. 2 and 3:**



**Q-and-A Nos. 4 and 5:**

**Q-and-A No. 6:**

**Q-and-A No. 7:**

**Q-and-A No. 8:**

3.

**Choose two direct quotes to use in your article.** A direct quote is another person's exact words. When choosing your quotes, think about what you really want your readers to hear in Zhoriél's own words. What will be the most powerful and effective?

**REMEMBER!**

Put direct quotes in quotation marks. Make it clear who is saying them.

**Direct Quote 1:**

**Direct Quote 2:**

4.

**Put it all together.** Write your three-paragraph article in your own document. Use the following as a guide to help you organize your article.

## FIRST PARAGRAPH

Your first sentence should grab your reader's attention. You could state something surprising, interesting, or moving.

Your first paragraph should also let readers know what the article is going to be about. In other words, present the central idea of the article.

## BODY PARAGRAPHS

In one to three paragraphs, explain who Zhoriél is and what she does. Include the most important ideas presented in the interview. Use the summaries you wrote in Step 2 to help you.

Don't forget to include at least one of the quotes you chose in Step 3.

## CONCLUSION

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

TIPS



# WRITING TIPS

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

# You Write It Contest

Read our interview with Scholastic Kids Press reporter Zhoríel Tapo. Choose a central idea and write a three-paragraph article based on the interview. Be sure to use quotes from our interview. Send your article to You Write It Contest. Three winners will each get a \$20 gift card to the online Scholastic Store.

## Entries will be judged on:

- ✓ a clear central idea and supporting evidence
- ✓ organization
- ✓ use of quotations
- ✓ 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](mailto:scopecontest@scholastic.com)

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