

~> 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.

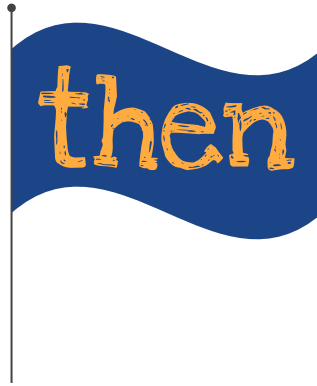
Enjoy!

THE SCOPE TEAM

THEN OR THAN?

The words *then* and *than* are often confused and misused.
Here's what you need to know to use these words correctly.

Are you ready? Let's get started. →



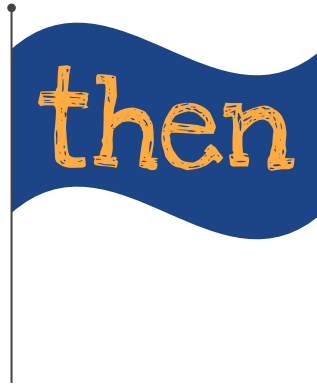
Use *then* when talking about time.
Then can mean “next” or “at that time.”

Examples:

Wash your hands, then make lunch.

Back then, there weren't as many houses on my street.

Write another sentence that uses the word then.



Then is also used in if/then statements.

Examples:

*If you don't finish that pizza, **then** I will.*

*If you finish your chores, **then** we can go to the movies.*

*Write another sentence that uses the word **then** in an if/then statement.*



Use **than** to make a comparison.

Examples:

*Phoebe's video got more **than** 3,000 views!*

*Ruben is younger **than** Teresa.*

*I love nothing more **than** playing the tuba.*

Write another sentence that uses the word **than to make a comparison.**



The phrase **other than** is used to mean
“except for” or “apart from.”

Example:

Other than helping my dad in the garden,
I have nothing planned for this weekend.

Write another sentence that uses the phrase other than.

Let's Practice

Directions: Drag the correct word from the box into each blank below.



then

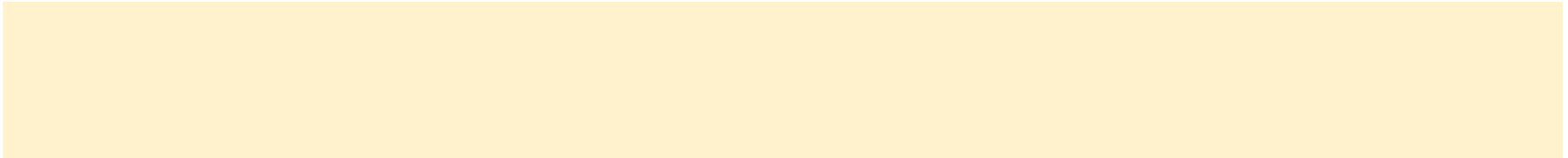
than

1. My younger sister knows more about Star Wars _____ anyone.
2. If this is a scary movie, _____ I don't want to watch it.
3. Audra says that staying up late is much easier _____ getting up early.
4. "We're meeting at the dinosaur exhibit at 10 o'clock," said Mr. Palmer. "See you _____!"
5. Other _____ me and my dad, there was no one at the beach this morning.

Let's Practice Some More . . .

Directions: Combine each pair of sentences using **then** or **than**.


6. Gregory ran fast. Gemma ran faster.



7. Put the blueberries, spinach, banana, and milk in the blender. Blend for about 60 seconds.



8. I like reading science fiction. I would rather read historical fiction.



Name: _____

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

Vocabulary

"Trapped in a Cave"

1. **comrade** (KAHM-rad) *noun*; A comrade is a close friend you spend a lot of time with because, for example, you work together, belong to the same organization, or serve in the military together. *Comrade* is especially used to describe someone you've gone through a dangerous situation with.
2. **confound** (kuhn-FOWNd) *verb*; As it is used in the article, *confound* means "to throw a person into confusion." Visiting a new place might confound you until you learn your way around.
3. **current** (KUR-uhnt) *noun*; As it is used in the article, *current* means "a body of air or water moving continuously in a certain direction, especially through a surrounding body of water or air in which there is less movement." River currents, for example, can be strong enough to knock you off your feet, even if the river's surface appears calm.
4. **junction** (JUHNGK-shuhn) *noun*; A junction is the point where two or more things meet. Traffic lights are located at the junction of two roads.
5. **meditate** (MEHD-ih-teyt) *verb*; To meditate is to calm and focus the mind for a period of time. Some people meditate by sitting silently, closing their eyes, and focusing on their breath. People often meditate to reduce stress or for spiritual reasons.
6. **recede** (rih-SEED) *verb*; To recede is to move back or away, or to become smaller or weaker. If the water recedes from the shore, the water moves away, leaving more land exposed. If a car is receding into the distance, it is moving away from you, becoming harder and harder to see.

7. **stalactite** (stuh-LAK-tahyt) *noun*; A stalactite is an icicle-shaped chunk of rock that hangs down from the ceiling of a cave. It is formed by water and minerals slowly dripping down through the cave ceiling.
8. **torrential** (taw-REN-shuhl) *adjective*; A torrent is a large amount of liquid flowing rapidly and violently. A torrent of lava might flow down the side of a volcano. Torrents of rain can make it difficult to see through a windshield.

If something is torrential, it has the character of a torrent. Torrential rains might cause flooding.

Name: _____

Vocabulary Practice

"Trapped in a Cave"

Directions: Choose the best answer to each question.

1. **What might you see after a storm recedes?**
 - a. a rainbow
 - b. lightning
 2. **Who would more likely consider themselves comrades?**
 - a. a salesperson and a customer
 - b. firefighters who work together on a team
 3. **Where might you see a stalactite?**
 - a. hanging down from the ceiling of a cave
 - b. rising up from the floor of a cave
 4. **Why might someone meditate?**
 - a. to become physically fit
 - b. to relax and quiet their mind
-

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

- | | |
|----------------------|--------------------|
| 5. torrential | 7. comrade |
| A. overflowing | A. companion |
| B. empty | B. enemy |
| 6. confounded | 8. junction |
| A. puzzled | A. intersection |
| B. certain | B. gap |

Name: _____

Close-Reading Questions

"Trapped in a Cave"

1. How does the author bring the setting of the story to life? (author's craft)
2. How does the section "The Monsoon Season" contribute to the article? (text structure, cause and effect)
3. How does Soontornvat portray Tham Luang cave as both dangerous and wondrous? (key ideas and details)
4. What challenges did divers and other team members face during the rescue mission? What challenges did the Wild Boars face within the cave? (problem and solution)
5. Soontornvat writes, "But as John pointed out, being alive inside a cave and being alive outside a cave are two very different things." What did John mean? (interpreting text)

Name: _____

Critical-Thinking Question

"Trapped in a Cave"

1. What can be gained from learning about the soccer team's rescue and other survival stories?

Name: _____

RESCUING THE WILD BOARS

Directions: Read "Trapped in a Cave." Then fill in the chart on the following pages. The chart will help you plan your response to the writing prompt at the end of the article.

WHO PLAYED A ROLE IN BRINGING THE WILD BOARS TO SAFETY?

Individual or group who helped make the rescue mission successful	How this individual or group contributed to the success of the rescue mission

More
space!



Individual or group who helped to make the rescue mission successful	How this individual or group contributed to the success of the rescue mission



NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:

How was the rescue of the Wild Boars soccer team a lesson in the power of teamwork? Use details from the article to support your ideas.

CHOICE BOARD

"TRAPPED IN A CAVE"

How was the rescue of the Wild Boars soccer team a lesson in the power of teamwork? Write a well-organized paragraph, using details from the article to support your ideas.

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

Read the article "[Disaster in Space](#)" at Scope Online and compare it with the story of the Wild Boars stuck in the cave. Consider the themes of teamwork and organization in both articles. How did experts come together to get both the astronauts and the Wild Boars home safely? Write a paragraph using evidence from both of the articles in your answer.

Imagine you are a global news reporter reporting on the rescue after the last Wild Boar soccer player has been extracted safely from the cave. Give viewers a brief summary of the events of the past two weeks. Then provide commentary on why you think the rescue mission was ultimately successful.

Write a journal entry from the point of view of anyone mentioned in the article—one of the Wild Boars, one of their family members, Coach Ek, or part of the rescue team. It can be from any time between when the boys and Coach Ek became trapped to after they were brought out.

Name: _____

SUMMARIZING

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

Answer the questions below to help you write an objective summary of "Trapped in a Cave."

1. Who is the article mainly about?

2. What significant event does the article describe?

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

4. How is the problem solved?

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

Write an objective summary of “Trapped in a Cave.” You can use the information in your answers from questions 1-5 in any order. Most of the information from your answers should be included in your summary, but leave out any details you find unnecessary.

Summary of “Trapped in a Cave”

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

Name: _____

SUMMARIZING

Directions: An **objective summary** is a short statement or paragraph that tells what a story is about. Complete the summary below by filling in the blanks. Use the prompts in the margin to help you.

In June 2018, _____

Who went exploring in the cave?

took a day trip to explore a well-known cave in Thailand. Due to

What did the rain cause?

unusually high rainfall, the cave _____

and the group became _____.

What happened to the team as a result?

Soon, a massive rescue operation was underway. Thousands of

Who helped with the rescue?

converged on the cave to look for the missing team. After nine

days of searching, _____.

What happened at this point in the rescue operation?

A plan was hatched for divers to bring each player out one at a

time, sedating them for the journey. Incredibly, the plan

What was the outcome?

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 "Trapped in a Cave."

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

2. What central idea of the article do the photos and captions titled "The Rescue Operation" (pages 7-9) support?

3. Into what section of the article would information from the caption titled "Showing Gratitude" fit best?

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

Name: _____

“Trapped in a Cave” Quiz

Directions: Read “Trapped in a Cave” from the November issue of *Scope*. Then answer the questions below.

1. The section “The Monsoon Season” helps explain why
 - A. expert divers were needed to help rescue the boys and their coach.
 - B. more than 1,000 people came together to rescue the soccer team.
 - C. it took so long to get Note out of the cave.
 - D. the soccer team believed it was safe to enter the cave.
2. Author Christina Soontornvat writes, “Coach Ek calmly told the boys the water would surely recede and they should find a place to sleep for the night.” The word *recede* means
 - A. rise up quickly.
 - B. move back or farther away.
 - C. swirl dangerously.
 - D. gradually become colder.
3. Soontornvat writes, “The visibility was so low that it was like trying to dive through a vat of coffee.” This line contains
 - A. hyperbole that emphasizes how quickly the water was rising.
 - B. a simile that emphasizes how difficult it was to see in the water.
 - C. a metaphor that illustrates the direction in which the water was moving.
 - D. a simile that helps readers understand how cold it was in the cave.
4. Consider this line from the section “Heavy Clouds”: “The heavy clouds over his heart matched those in the sky.” What is the purpose of this line?
 - A. to emphasize how quickly Sangwut realized what had happened
 - B. to hint at how the soccer team would be rescued
 - C. to help readers visualize the weather that day
 - D. to show Sangwut’s concern that the boys and Coach Ek were in serious trouble
5. In the section “The Rescue,” Soontornvat uses a ____ text structure to _____.
 - A. cause and effect/explain how the boys’ experience in the cave affected them
 - B. sequence of events/recount how the divers brought the boys and the coach out of the cave
 - C. compare and contrast/argue that the rescuers had come up with the best plan
 - D. problem and solution/convey why the rescuers rehearsed their plan for two days
6. Which detail would be LEAST important to include in a summary of the article?
 - A. A flood trapped a soccer team in a cave.
 - B. The team was trapped in the cave for more than two weeks.
 - C. More than 1,000 people worked together to rescue the soccer team.
 - D. Volunteers cooked food for all the workers.

Name: _____

Constructed-Response Questions

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

7. What do the photos and captions in “The Rescue Operation” help you understand about the rescue described in the article?
8. What kind of influence did Coach Ek have on the Wild Boars while they were trapped in the cave? Support your answer with text evidence.

Name: _____

“Trapped in a Cave” Quiz

Directions: Read “Trapped in a Cave” from the November issue of *Scope*. Then answer the questions below.

- The section “Tight-Knit Group” states that the soccer team ignored the warning sign about floods and went into the cave. Which section helps explain why they thought it was safe to enter the cave?**
 - “Forever Changed”
 - “Heavy Clouds”
 - “An Awful Stench”
 - “The Monsoon Season”
- Author Christina Soontornvat writes, “Coach Ek calmly told the boys the water would surely recede and they should find a place to sleep for the night.” The word *recede* means**
 - rise higher.
 - move back or farther away.
 - start swirling.
 - become colder.
- Soontornvat writes, “The visibility was so low that it was like trying to dive through a vat of coffee.” This line contains a simile that illustrates**
 - how quickly the water was rising.
 - how difficult it was to see in the water.
 - the direction the water was moving.
 - how cold it was in the cave.
- Consider this line from the section “Heavy Clouds”: “The heavy clouds over his heart matched those in the sky.” This line helps create a(n) ____ mood.**
 - shocked and angry
 - exciting and joyful
 - peaceful and calm
 - worried and serious
- In the section “The Rescue,” Soontornvat describes the rescue using mostly a ____ text structure.**
 - cause and effect
 - sequence of events
 - compare and contrast
 - problem and solution
- Which detail would be LEAST important to include in a summary of the article?**
 - A flood trapped a soccer team in a cave.
 - The team was trapped in the cave for more than two weeks.
 - More than 1,000 people worked together to rescue the soccer team.
 - Volunteers cooked food for all the workers.

Name: _____

Constructed-Response Questions

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

7. How do the photos and captions in “The Rescue Operation” help you understand the obstacles the rescuers faced and how they overcame them?
8. How did Coach Ek keep the Wild Boars calm while they were trapped in the cave? Support your answer with text evidence.

Name: _____

Video Discussion Questions

Behind the Scenes: "Trapped in a Cave"

Before reading "Trapped in a Cave"

1. What is the mood (or feeling) of the section that describes what happened to the Wild Boars (0:29 to 1:05)? How do the narration, music, and visuals help create this mood?
2. Soontornvat says, "But to truly understand the rescue, I knew I had to visit the scene where it happened." Why do you think visiting the scene of the rescue was important to Soontornvat?

After reading "Trapped in a Cave"

3. At the end of the video, Soontornvat says that the message that she most wanted to share with readers was the idea that "impossible exists only in your mind. You are capable of so much more than you can imagine." Do you think the article "Trapped in a Cave" conveys this message? Why or why not?

Cave Rescue Contest

How was the rescue of the Wild Boars soccer team a lesson in the power of teamwork? Use details from the article to support your ideas. Send your response to Cave Rescue Contest. Three winners will each get *All Thirteen* by Christina Soontornvat.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2021.

**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

Disaster on the Ice

1. **balk** (**bawk**) *verb*; To balk is to refuse or to show unwillingness to do something or to accept an idea. Kevin might balk at the idea of spending his entire weekend cleaning out the garage.
2. **chloroform** (**KLAWR-uh-fawrm**) *noun*; Chloroform is a chemical. It's a colorless liquid with a strong, sweet odor. Until the mid-1900s, chloroform was often used to reduce pain during medical procedures. It is no longer used this way because it is harmful to the body and there are now more effective medicines to reduce pain during surgery.
3. **frostbite** (**FROST-bahyt**) *noun*; Frostbite is the freezing of the skin and sometimes the tissues below the skin. With mild frostbite, the skin turns pale or red and cold but is not permanently damaged. With severe frostbite, the area becomes numb and eventually turns black and hard as the tissue dies. Severe frostbite is a serious, permanent injury. A person is most likely to get it in very cold, windy weather.
4. **ill-advised** (**IL-uhd-VAHYZD**) *adjective*; Something that is ill-advised is unwise, foolish, or not well thought out.
5. **montage** (**mon-TAHZH**) *noun*; A montage is a film sequence made up of many short scenes edited together. A montage may be used to communicate an idea or show many events that happened over a long period of time. For example, to show that a character has always loved cooking, a filmmaker might create a montage of scenes showing that character cooking at different ages.

You can also make a montage of photos or music by combining a number of photos or music clips into a continuous sequence.

6. **perish** (PER-ish) *verb*; To perish is to be destroyed, to die, or to no longer exist. Many people perished in the Trojan War. Perishable food must be refrigerated or it will not last long before it goes bad and cannot be eaten.
7. **swab** (swahb) *noun or verb*; A swab is a piece of absorbent material that is wrapped around the end of a stick and used to clean something or to apply something. A swab can be large, like a cotton mop, or small, like the cotton swabs people use to clean their ears or apply makeup.

As a verb, *swab* means “to wipe or clean something with a swab.” Sailors might swab the deck of a ship. You might swab medication onto a cut.

Name: _____

Vocabulary Practice

Disaster on the Ice

Directions: Choose the best answer to each question.

1. **Daniela created a montage of her experiences at summer camp. What did she create?**
 - a. a video made up of many photos and video clips
 - b. a poem about how much fun she had
 2. **In the 1800s, a doctor might have used chloroform to**
 - a. prevent a wound from becoming infected.
 - b. reduce a patient's pain during surgery.
 3. **Who needs to be careful not to get frostbite?**
 - a. Julian, who is having a snowball fight in Minnesota on a cold and windy winter day
 - b. Taylor, who is lying on a beach in Florida on a sunny summer afternoon
-

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

- | | |
|---|---|
| <p>4. perish</p> <p>A. to become ruined or destroyed</p> <p>B. to save for a long period of time</p> | <p>6. ill-advised</p> <p>A. not well thought out</p> <p>B. perfectly planned</p> |
| <p>5. balk</p> <p>A. to express interest</p> <p>B. to complain about or refuse</p> | <p>7. swap</p> <p>A. to wipe or clean with something soft</p> <p>B. to make repairs to something</p> |

Name: _____

Close-Reading Questions

Disaster on the Ice

1. In the chronology of the story, when do the events of Scene 1 take place? Why might the playwright have chosen to start the play this way? (text structure)

2. How does information in the caption titled “The Place” contribute to the play? (text features)

3. In Scene 6, after Perce falls, Shackleton tells him to get up. Perce replies that he cannot because of his feet. After the exchange, SD3 says, “Shackleton looks ashamed.” Why might Shackleton be ashamed at this moment? (inference, character)

4. What is the purpose of the dialogue about food in Scene 7? (text structure, author’s purpose)

5. What kind of person does the playwright portray Ernest Shackleton to be? Support your answer with details from the play. (character)

Name: _____

Critical-Thinking Questions

Disaster on the Ice

1. What qualities make someone a good leader? Would you classify Shackleton as a good leader? Why or why not?

2. Why do you think humans have a desire to explore the world, and in particular, dangerous places like Antarctica?

Name: _____

AN ANTARCTIC ADVENTURE

Directions: Read *Disaster on the Ice*. Then use this planner to help you write a journal entry from the perspective of a crew member aboard the *Endurance*.

Drag a  on to the name of the character whose role you will assume.

ERNEST SHACKLETON

leader of the expedition

TOM CREAN

a ship officer

FRANK WILD

second-in-command

CAPTAIN WORSLEY

the captain

PERCE BLACKBOROW

a teenage stowaway

CHARLIE GREEN

the ship cook

BILL BAKEWELL

a sailor

DOC

the ship doctor

Decide what part of the expedition you will write about. Describe what is going on at this point. Where are you? What are your surroundings like? What challenges are you facing?

How are you feeling about what is going on? What do you think the future holds for the crew of the *Endurance*?

Name: _____

MAKING INFERENCES

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

Directions: Read *Disaster on the Ice*. Then fill in the chart below by responding to the prompts that appear in italics.

Clues	Inference
<p>Consider Shackleton and Perce's first interaction in Scene 2:</p> <p>Shackleton: We get hungry on these journeys. The first to be eaten are stowaways. SD3: Perce considers Shackleton's stocky frame. Perce (<i>sheepishly</i>): With all due respect, sir, the crew would get more meat off you. SD1: Shackleton hides a smile. Shackleton: I believe we can find a place for you in the galley. Perce: You won't regret it, Boss!</p>	<p>1. <i>How does Shackleton feel about Perce?</i></p>
<p>Consider what happens when the crew reaches Elephant Island in Scene 6:</p> <p>SD2: Shackleton hoists Perce over the side of the lifeboat. Perce falls to his hands and knees. Shackleton: What's the matter? Get up. Perce: I can't, Boss. My feet . . . SD3: Shackleton looks ashamed. He motions to Crean, who helps Perce onto the island.</p>	<p>2. <i>Why is Shackleton ashamed in this moment?</i></p>

Clues	Inference
<p>Consider this conversation in Scene 7:</p> <p>Perce: Hey, what's the first thing you'll eat when you get home?</p> <p>Wild: Apple pudding with cream on top.</p> <p>Bakewell: A fresh peach!</p> <p>Green: I'd give my left foot for some eggs.</p> <p>SD1: The men shoot a look at Green.</p> <p>Green: Oh! Sorry, lad.</p> <p>Perce (<i>smiling</i>): No need to apologize.</p>	<p>3. What does it mean to shoot a look at someone? Why do the men shoot a look at Green?</p>
<p>The conversation continues:</p> <p>Perce: I just wish I could do more than lie here like a useless rag.</p> <p>Bakewell: You just lifted us out of despair. I wouldn't call that useless.</p>	<p>4. How did Perce lift the crew out of despair?</p>

Name: _____

Disaster on the Ice Quiz

Directions: Read *Disaster on the Ice* from the November issue of *Scope*. Then answer the questions below.

1. Which phrase best describes the mood in Scene 1?
 - A. angry and annoyed
 - B. calm and gloomy
 - C. hopeful and excited
 - D. intense and desperate
2. Which line in Scene 2 reveals that Shackleton likes Perce despite the fact that Perce is a stowaway?
 - A. **Shackleton:** Aye, Skipper. But this ship was built to smash through those polar ice packs. You'll see.
 - B. **SD2:** Shackleton gives Perce a steely-eyed look.
 - C. **Shackleton:** Have you got experience in snow and ice?
 - D. **SD1:** Shackleton hides a smile.
3. Which detail would be LEAST important to include in a summary of the play?
 - A. All the crew members on the *Endurance* survive.
 - B. Perce later gets married and has six children.
 - C. Shackleton and five crew members sail to South Georgia Island for help.
 - D. The *Endurance* gets trapped in ice for months, leaving the crew stranded.
4. In Scene 6, why does Shackleton look ashamed after Perce falls?
 - A. He regrets not training Perce better.
 - B. He is embarrassed by Perce's lack of strength.
 - C. He feels bad that he did not get off the lifeboat first.
 - D. He feels guilty that Perce is suffering.
5. The playwright presents Ernest Shackleton as
 - A. an admirable and determined leader.
 - B. a mean-spirited leader.
 - C. a reckless decision-maker.
 - D. a nervous and timid person.
6. Which lines support your answer to question 5? Choose TWO.
 - A. **Shackleton:** All that matters now is saving the crew.
 - B. **Shackleton:** Of all the idiotic, ill-advised, thickheaded—I should throw you overboard!
 - C. **Shackleton:** I will not abandon you. If we make it, I will get a ship and come back for you all.
 - D. **SD3:** Shackleton and Worsley pore over a map.

Name: _____

Constructed-Response Questions

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

7. In Scene 7, Green tells Perce that his attitude is “worth more than muscles sometimes.” What type of attitude does Perce have? How do you know? Use text evidence to support your answer.
8. How does the playwright build suspense throughout the play? Use text evidence to support your answer.

Name: _____

Disaster on the Ice Quiz

Directions: Read *Disaster on the Ice* from the November issue of *Scope*. Then answer the questions below.

1. Which word best describes the mood in Scene 1?
 - A. angry
 - B. calm
 - C. hopeful
 - D. intense
2. In Scene 2, SD1 says, “Shackleton hides a smile.” This line helps you understand that Shackleton
 - A. doesn’t think Perce can handle the expedition.
 - B. is annoyed to have a stowaway onboard.
 - C. thinks he will reach the South Pole.
 - D. likes Perce despite the fact that he was angry at Perce for hiding on his ship.
3. Which is the best summary of Scene 4?
 - A. The crew of the *Endurance* is stuck in ice floes for many months.
 - B. The crew abandons the *Endurance* after a hunk of ice slams into the ship and the ship begins to sink.
 - C. Temperatures dip to 40 below zero.
 - D. Shackleton orders the crew to move the lifeboats onto the ice.
4. In Scene 6, why does Shackleton look ashamed after Perce falls?
 - A. He regrets not training Perce better.
 - B. He is embarrassed by Perce’s lack of strength.
 - C. He feels bad that he did not get off the lifeboat first.
 - D. He feels guilty that Perce is suffering.
5. The play presents Shackleton as _____ leader.
 - A. an admirable
 - B. a cruel
 - C. a careless
 - D. a shy
6. Which lines support your answer to question 5? Choose TWO.
 - A. **Shackleton:** All that matters now is saving the crew.
 - B. **Shackleton:** What’s the matter? Get up.
 - C. **Shackleton:** I will not abandon you. If we make it, I will get a ship and come back for you all.
 - D. **SD3:** Shackleton and Worsley pore over a map.

Name: _____

Constructed-Response Questions

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

7. In Scene 7, Green tells Perce that his positive attitude is “worth more than muscles sometimes.” Find at least two examples of Perce displaying a positive attitude in the play.
8. The playwright begins the play by describing an event that takes place in the middle of the story. Why do you think the playwright chose to structure the play this way?

Shackleton Contest

Choose a member of the crew. Then write a diary entry as that crewmember at any point in the story. Be sure to convey what is going on and how the character is feeling. Send your work to Shackleton Contest. Three winners will each get *Shackleton: Antarctic Odyssey* by Nick Bertozzi.

Entries will be judged on:

- ✓ clarity
- ✓ strength of character development
- ✓ grammar, spelling, and punctuation

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2021.

**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

"Vampires of the Deep"

- 1. adapt (uh-DAPT) verb;** If you adapt, you change to deal with new circumstances. You might adapt to a new school by joining a club to make friends.

Adapt also means the way a species changes over a long period of time to live in its environment. For example, giraffes have adapted to life in the grasslands and woodlands of East Africa. They have long necks that allow them to reach leaves from high tree branches. They have spots that help them blend into their surroundings, hiding them from predators. Giraffes' long necks and spotted coloring are adaptations.
- 2. decimate (DES-uh-meyt) verb;** Decimate means to kill, destroy, or damage a large part of something. If rabbits gobble up nearly all the vegetables in your garden, the rabbits have decimated your garden.
- 3. ecosystem (EE-koh-sis-tuhm) noun;** An ecosystem is all the living and nonliving things in an environment. For example, a pond's ecosystem includes the plants, animals, bacteria, and water in the pond—as well as the soil at the bottom of the pond and the sunlight and the rainfall that the pond receives. Each part of an ecosystem plays an important role in helping the system function.
- 4. native (NAY-tiv) adjective;** As it is used in the article, native means "living or growing naturally in a particular place." A plant or animal that is native to a particular place is originally from that place—it was not brought there from somewhere else. Horses are native to Europe. Goldfish are native to China. The python isn't native to the United States; it was brought here from Asia.
- 5. spawn (SPAHN) noun or verb;** As a noun, spawn refers to a mass of eggs from a fish, frog, or other aquatic creature. The spawn of one female salmon can have up to 1,700 eggs.

As a verb, to spawn means to produce or deposit that mass of eggs. These salmon, for example, are swimming upstream to where they were born. When they get there, they will spawn.
- 6. tributary (TRI-byoo-tay-ree) noun;** A tributary is a freshwater river or stream that flows into a larger river or lake. In this photo, a river is flowing into a lake. The river is the tributary.

Name: _____

Close-Reading Questions

"Vampires of the Deep"

1. Potenza writes that Beatrice's job on her mother's fishing boat "was important, if unpleasant." What does she mean? (interpreting text)
2. How does the section "The Invasion" contribute to the article? (cause and effect)
3. What makes a non-native species "invasive" is the harm it causes to its new environment. Why does the sea lamprey cause so much harm to its new environment? (key ideas)
4. Why do scientists poison sea lamprey larvae? Is this an effective solution to the sea lamprey invasion? (problem and solution)

Name: _____

Close-Reading Question

"Vampires of the Deep" and "Attack of the Zebra Mussels"

1. Based on the information in "Vampires of the Deep," what can you infer about how zebra mussels got into the Great Lakes? (inference, synthesis)

Name: _____

Critical-Thinking Questions

"Vampires of the Deep" and "Attack of the Zebra Mussels"

1. Compare the sea lamprey and the zebra mussel. How are they similar? How are they different?

2. Consider some of the language used to describe sea lampreys and zebra mussels: *vampires*, *attack*, *invading*, *invasion*, *bloodthirsty*. Why might such language have been used? What effect does it have on the reader?

Name: _____

CONTAINING INVASIVE SPECIES

Directions: Read “Vampires of the Deep” and “Attack of the Zebra Mussels.” Then fill in the chart on the following slide. The chart will help you plan your response to the writing prompt at the end of the paired texts.

	"Vampires of the Deep"	"Attack of Zebra Mussels"
How are invasive species introduced?		
Why is it important to contain invasive species?		

NOW YOU'RE READY TO WRITE!

The prompt at the end of the article says:

How are invasive species introduced? Why is it important to contain invasive species? Use information in the article and the infographic to support your answer.

CHOICE BOARD

"VAMPIRES OF THE DEEP" AND "ATTACK OF THE ZEBRA MUSSELS"

How are invasive species introduced? Why is it important to contain invasive species? Respond in a well-organized paragraph using information in the article and the infographic to support your answer.

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

Create a PSA (public service announcement) about the importance of stopping the spread of invasive species. Explain what invasive species are, how they affect the environment and humans, and what people can do about the problem. Your PSA can be in the form of a video, slideshow, or poster.

Create a map that shows the invasion of sea lampreys and zebra mussels. Add arrows between the place they originated and the places they've invaded. Be sure to add the dates of the invasions, a blurb about each species, and how they moved from place to place.

Create an infographic about the sea lamprey using information from the article. You can create your infographic by hand on a piece of paper or poster board, or you can use an online platform such as Canva or Google Slides. You can model your infographic on "Attack of the Zebra Mussels."

Read either "[The Fish That's Eating the World](#)" or "[Invasion of the Giant Goldfish](#)." In a well-organized paragraph, explain the similarities between the article you chose and "Attack of the Zebra Mussels."

Read either "[The Fish That's Eating the World](#)" or "[Invasion of the Giant Goldfish](#)." In a well-organized paragraph, explain the similarities between the article you chose and "Vampires of the Deep."

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** is a main point the author is making. (Sometimes a central idea is called a main idea.)
 A central idea can always be supported with details from the text. Below, you will explore the central ideas and supporting details in "Vampires of the Deep" and "Attack of the Zebra Mussels."

1. Reread the section "The Invasion" in "Vampires of the Deep." Then place a ✓ next to the statement that BEST expresses the section's central idea.

- ☐ A. The Great Lakes are home to grey wolves.
- ☐ B. Sea lampreys were discovered in Lake Erie in 1921.
- ☐ C. The Great Lakes are the largest body of freshwater in the world.
- ☐ D. Sea lampreys are not meant to be in the Great Lakes.

2. Read a central idea of "Vampires of the Deep" in the box below. Then read details from the article listed under it. Place a ✓ next to the detail that supports the central idea.

Central Idea:

Sea lampreys disrupted the balance of the Great Lakes ecosystem.

- ☐ A. Sea lampreys migrate up rivers to mate and spawn.
- ☐ B. Scientists tried cooking sea lampreys.
- ☐ C. Sea lampreys destroyed the population of native lake trout in the Great Lakes, which led to an explosion in the population of alewife fish.
- ☐ D. Sea lampreys likely made their way into the Great Lakes through the Erie Canal.

Explain your choice.

3. Read the lines from the infographic "Attack of the Zebra Mussels" listed below. Then in the box, write the central idea that they support.

Detail 1: "By attaching to native mussels, zebra mussels prevent native mussels from moving, feeding, and reproducing."

Detail 2: "Clusters of zebra mussels can damage boat machinery and clog water pipes attached to power plants and factories."

Detail 3: "Large numbers of zebra mussels can eat so much phytoplankton that small creatures like shrimp and snails starve."

Central Idea:

Name: _____

CENTRAL IDEAS AND DETAILS

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- ☐ C. The Great Lakes are the largest body of freshwater in the world.
- ☐ D. Sea lampreys are not meant to be in the Great Lakes.

2. Read a central idea of the article in the box below. Then read details from the article listed under it. Place a ✓ next to the detail that supports the central idea.

Central Idea:

Sea lampreys disrupted the balance of the Great Lakes ecosystem.

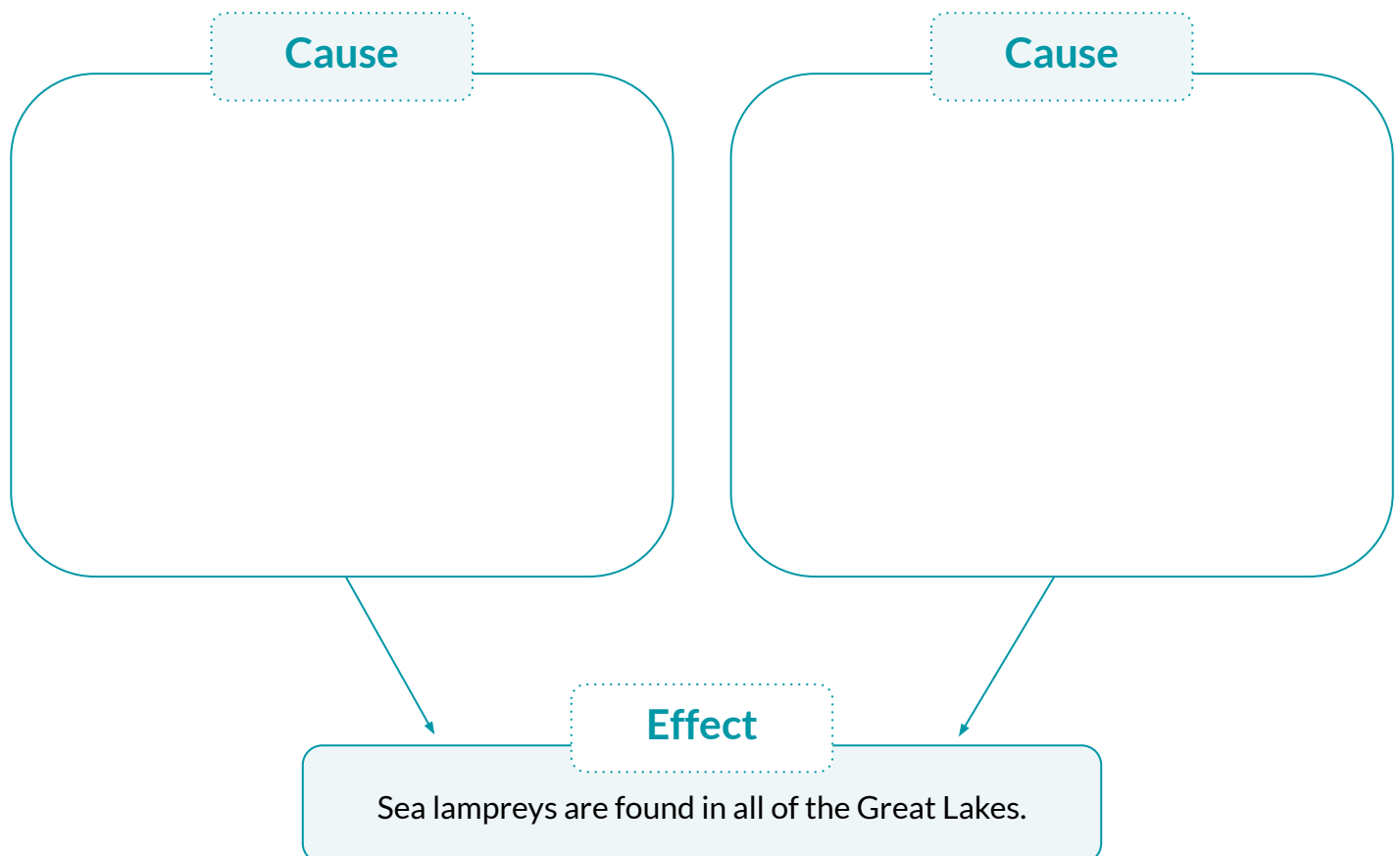
- ☐ A. Sea lampreys migrate up rivers to mate and spawn.
- ☐ B. Scientists tried cooking sea lampreys.
- ☐ C. Sea lampreys destroyed the population of native lake trout in the Great Lakes, which led to an explosion in the population of alewife fish.
- ☐ D. Sea lampreys likely made their way into the Great Lakes through the Erie Canal.

Explain your choice.

Name: _____ Date: _____

EXPLORING TEXT STRUCTURE: CAUSE AND EFFECT, PROBLEM AND SOLUTION

Directions: Read "Vampires of the Deep." Then use information from the article to fill in the graphic organizers in this activity.



Cause

Sea lampreys have no natural predators in the Great Lakes.

Effect

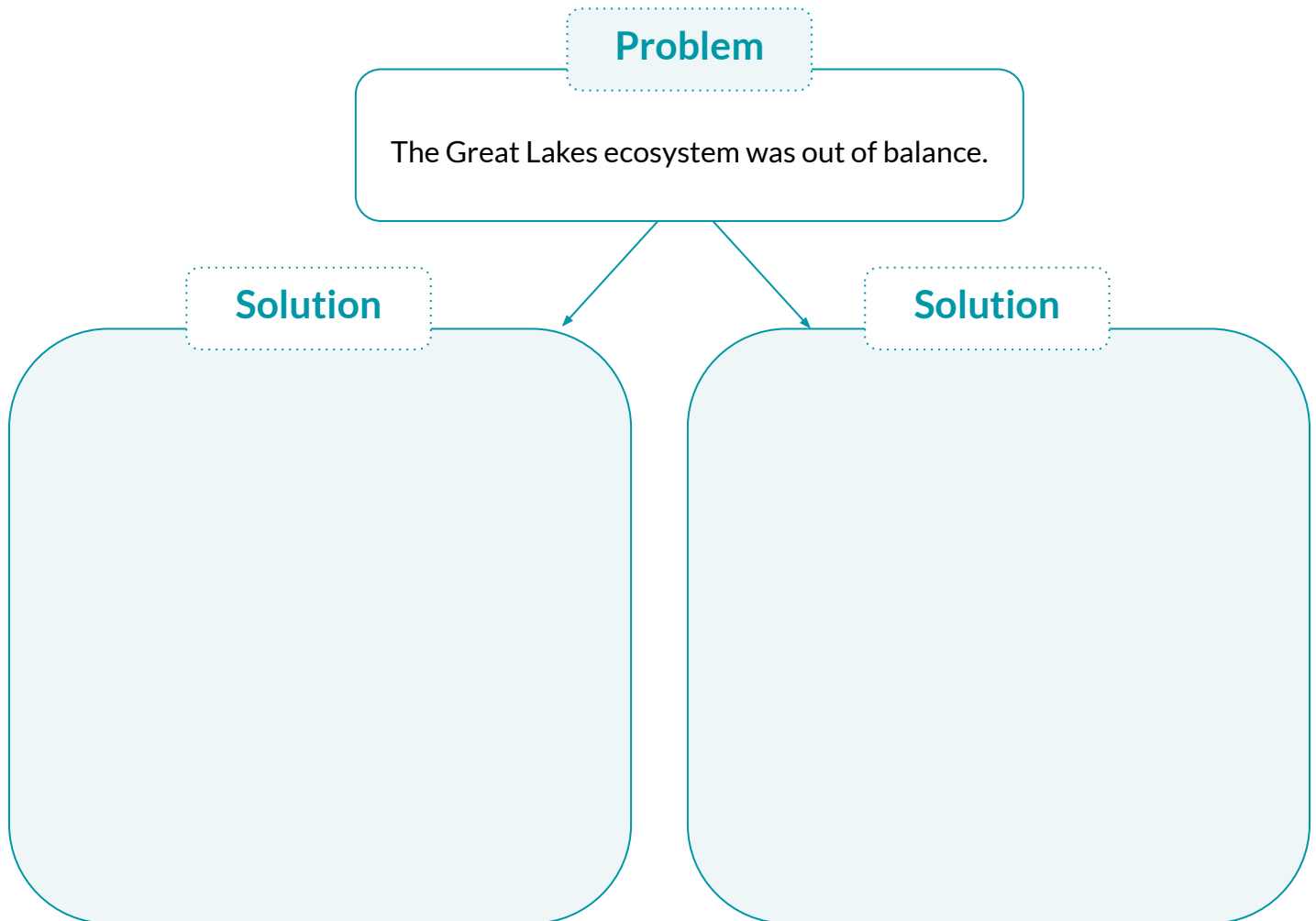
Effect

Effect

Hint: What happened due to the absence of lake trout?

Effect

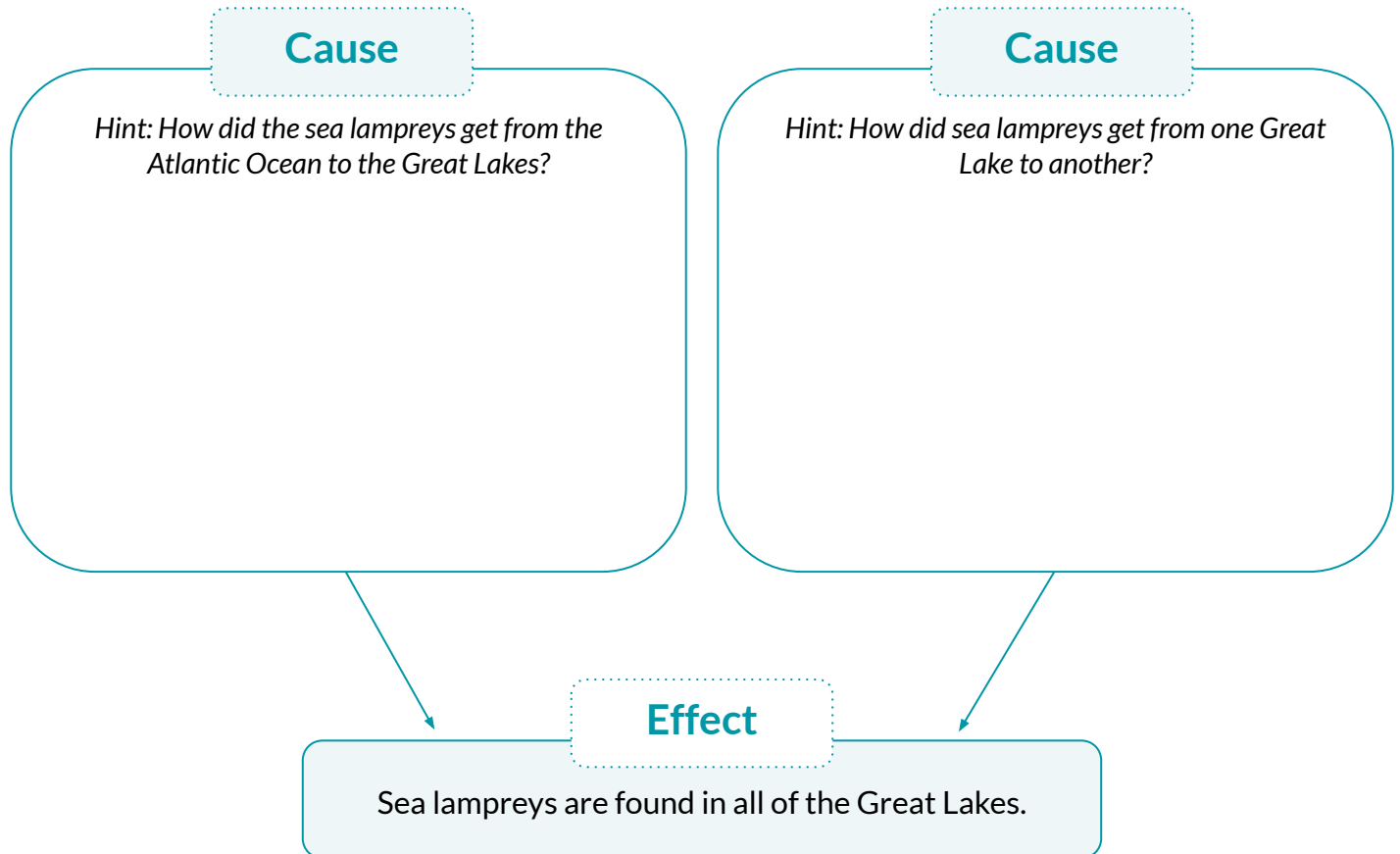
Hint: What problems did the alewives' eating habits cause?



Name: _____ Date: _____

EXPLORING TEXT STRUCTURE: CAUSE AND EFFECT, PROBLEM AND SOLUTION

Directions: Read "Vampires of the Deep." Then complete this activity, which will help you organize information in the article using text structure.



Cause

Sea lampreys have no natural predators in the Great Lakes.

Effect

Hint: What happened to the population of sea lamprey?

Effect

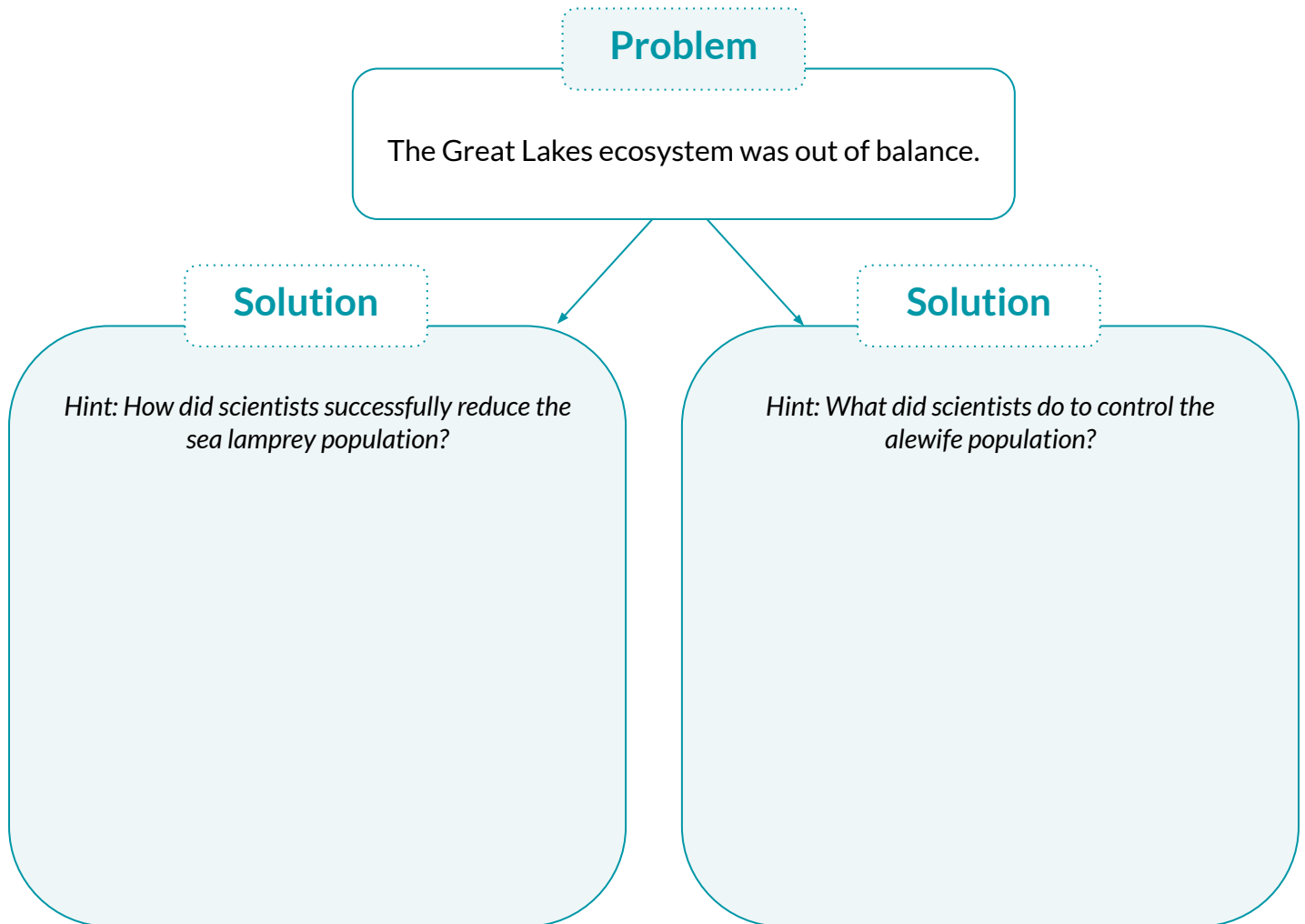
Hint: How did sea lamprey affect native lake trout populations?

Effect

Hint: What happened due to the absence of lake trout?

Effect

Hint: What problems did the alewives' eating habits cause?



Name: _____

Paired Texts Quiz

Directions: Read “Vampires of the Deep” and “Attack of the Zebra Mussels” from the November issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article “Vampires of the Deep” is to _____.**
 - A. describe the variety of wildlife living in the Great Lakes
 - B. persuade readers to pursue jobs in the fishing industry
 - C. inform readers about an invasive fish and its effect on humans and the environment
 - D. frighten readers with a scary story about a blood-sucking fish
2. **Author Alessandra Potenza writes that in the Great Lakes, sea lampreys didn’t have predators to “keep their numbers in check.” If something is kept in check, it is _____.**
 - A. well-fed
 - B. threatened
 - C. under control
 - D. growing rapidly
3. **Information about a way to stop the spread of sea lampreys that did not work would BEST fit into which section of the article?**
 - A. “The Invasion”
 - B. “Bloodsucking Machines”
 - C. “Searching for Solutions”
 - D. “Sea Lampreys Today”
4. **Which line from the article BEST supports the idea that sea lampreys were disrupting the Great Lakes ecosystem?**
 - A. “It was Beatrice’s job to get rid of as many lampreys as possible.”
 - B. “They are native to the coasts of the Atlantic Ocean.”
 - C. “The fish spread into Lake Huron, Lake Michigan, and finally, Lake Superior.”
 - D. “With lampreys killing off lake trout, the population of a smaller fish called the alewife (itself an invasive species) boomed.”
5. **“Attack of the Zebra Mussels” explains that zebra mussels “contaminate water.” Context clues reveal that *contaminate* most closely means _____.**
 - A. to need
 - B. to make dirty
 - C. to waste
 - D. to drink
6. **Which claims can be supported by information in both the article and the infographic. Choose THREE.**
 - A. Invasive species can affect the economy.
 - B. Invasive species can harm ecosystems.
 - C. Invasive species can be spread by human activity.
 - D. Invasive species can threaten human health.

Name: _____

Constructed-Response Questions

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

7. Have scientists' efforts resulted in a successful solution to the sea lamprey problem? Support your answer with text evidence.
8. What role has human activity played in the stories of sea lampreys and zebra mussels? Support your answer with details from the article and the infographic.

Name: _____

Paired Texts Quiz

Directions: Read “Vampires of the Deep” and “Attack of the Zebra Mussels” from the November issue of *Scope*. Then answer the questions below.

1. **The main purpose of the article “Vampires of the Deep” is to inform readers about _____.**
 - A. various fish
 - B. the fishing industry
 - C. an invasive fish and its effect on the Great Lakes
 - D. life cycles
2. **Because sea lampreys had no predators in the Great Lakes, their population _____.**
 - A. decreased
 - B. remained steady
 - C. grew rapidly
 - D. rose and fell regularly
3. **Which section in “Vampires of the Deep” helps readers understand how sea lampreys entered the Great Lakes?**
 - A. “Searching for Solutions”
 - B. “Bloodsucking Machines”
 - C. “The Invasion”
 - D. “Sea Lampreys Today”
4. **Author Alessandra Potenza writes, “With lampreys killing off lake trout, the population of smaller fish called alewife (itself an invasive species) boomed.” This line supports the idea that sea lampreys _____.**
 - A. are efficient eaters
 - B. posed a threat to the livelihoods of fishers
 - C. lived in balance with their environment
 - D. were disrupting the ecosystem of the Great Lakes
5. **“Attack of the Zebra Mussels” says to “never catch and transport zebra mussels from one body of water to another.” *Transport* most closely means to _____.**
 - A. eat
 - B. move
 - C. clean
 - D. hold
6. **Which claims can be supported by information in both the article and the infographic. Choose THREE.**
 - A. Invasive species can affect the economy.
 - B. Invasive species can harm ecosystems.
 - C. Invasive species can be spread by human activity.
 - D. Invasive species can threaten human health.

Name: _____

Constructed-Response Questions

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

7. How has the Great Lakes fishing business been affected by sea lampreys? How has the Great Lakes fishing business been affected by efforts to control sea lampreys? Support your answer with text evidence.
8. Why is it important to wash boats and fishing gear after use? Support your answer with text evidence from the infographic “Attack of the Zebra Mussels.”

Invasive Species Contest

How are invasive species introduced? Why is it important to contain invasive species? Use information in the article and the infographic to support your answer. Send your response to Invasive Species Contest. Three winners will each get *The Line Tender* by Kate Allen

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2021.

**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

"Hard to Say"

1. **conjugation** (kon-juh-GEY-shuhn) *noun*; To conjugate a verb is to alter it so that it expresses a tense, number, person, etc. For example, here is the verb *to swim* conjugated four different ways: *I swim, he swims, he is swimming, we swam.*

Conjugation is the act of altering verbs, as in "In French class, we are practicing past-tense conjugation."

2. **raucous** (RAW-kuhs) *adjective*; *Raucous* means "loud, harsh, and unpleasant." To some people, the cawing of crows is a raucous sound. *Raucous* can also mean "behaving in a loud and rowdy way," as in "The raucous fans cheered their team on to victory."

3. **retort** (rih-TAWRT) *noun or verb*; A retort is a quick, clever, or angry reply—in other words, a snappy comeback.

As a verb, *retort* means "to reply sharply or angrily." If Dan asks his brother Tim to clean their hamster's cage, Tim might retort, "Yeah, right. I've done it three weeks in a row!"

4. **sacrilegious** (sak-ruh-LIJ-uhss) *adjective*; Something that is sacrilegious shows enormous disrespect to something sacred. For example, in many cultures it would be considered sacrilegious to keep your shoes on in a house of worship.

Today, people also use *sacrilegious* more loosely to describe a violation of anything someone thinks should be respected. Your mom might think it's sacrilegious for you to smother her famous mac and cheese with hot sauce.

5. **staple** (STEY-puhl) *noun*; As it is used in the story, *staple* means "something that is needed and used widely and often." Examples of food staples include milk, bread, sugar, and eggs. Takis, on the other hand, would *not* be considered a staple.

7. **visa** (VEE-zuh) *noun*; A visa is an official stamp or marking on a passport that shows someone is allowed to enter or leave a country, usually for a particular reason such as to work or go to school.

8. **tirade** (TAHY-reyd) *noun*; A tirade is a long, angry speech. If someone goes off on a tirade, they go on and on about something to show how upset they are about it or how they feel they've been wronged. (*Tirade* is often preceded by *go off on a*, *go on a*, or *launch into a*.) For example, if someone loses a game, they might go on a tirade about how terrible the referees have been this season.

Name: _____

Vocabulary Practice

"Hard to Say"

Directions: Choose the best answer to each question.

1. **Who needs to get a visa?**
 - A. Linda, who is moving from Ohio to Illinois
 - B. Myra, who plans to leave her home state of Florida to study in Mexico for nine months
 2. **Noah is editing an essay. Which of the following edits is an example of conjugation?**
 - A. changing *agree* to *has agreed*
 - B. fixing a misspelling of *achieve*
 3. **In which sentence could *response* be replaced with *retort* without changing the meaning of the sentence?**
 - A. When I put up flyers for my babysitting service, I wasn't expecting such an enthusiastic response.
 - B. His sarcastic response to my question hurt my feelings.
-

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

- | | |
|---|---|
| 4. staple <ol style="list-style-type: none">A. necessityB. treat | 6. raucous <ol style="list-style-type: none">A. calmB. noisy |
| 5. sacrilegious <ol style="list-style-type: none">A. respectfulB. disrespectful | 7. tirade <ol style="list-style-type: none">A. complaintB. compliment |



“Hard to Say”

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

	Agree	Disagree
1. There are more ways to communicate besides speaking.		
2. A language is more than just words.		
3. Feeling isolated or left out is a difficult thing to deal with.		
4. “Nothing is ever really lost to us as long as we remember it.”—Lucy Maud Montgomery		
5. Cooking is an expression of love and care.		
6. Traditions remind us that we’re part of a bigger story.		

Name: _____

Close-Reading Questions

"Hard to Say"

1. What feelings does Val seem to have about her life in Venezuela? How do you know? (inference)
2. Consider the author's use of the word *intact*. What does this suggest about how Val sees her own memories compared with her sister's? (word choice)
3. What does this breakfast scene reveal about Val's family? (inference)
4. Why is Val's mom cleaning surfaces that are already clean? (character)
5. What purpose does the empanada scene serve in the story? How does it develop Val's conflict? (text structure)

6. Why might Val wish that she hadn't asked her parents to stop using her nickname? (inference)

7. Food appears multiple times in the story. What does the author use food to symbolize? (symbolism)

8. Why is Ita showing Val old photographs? (inference)

9. What does the last line mean? Why is it significant? (interpreting text)

Name: _____

Critical-Thinking Questions

"Hard to Say"

1. This story is told from Val's perspective and focuses on the challenges that Val experiences. But other people in this story are facing challenges too. What are they?
2. What ideas or events in this story do you think many readers might relate to, even if they speak the same language as all of their family members?
3. What do you think Val could do to continue strengthening her relationship with her grandmother and solve her problem of feeling left out?

Name:

HARD TO SAY

Directions: Read “Hard to Say.” Then respond to the prompts on the following slides to help you think more deeply about how the title “Hard to Say” relates to the story.



This activity will help you respond to the writing prompt that appears at the end of the story.

**One meaning of the expression “hard to say” is “unsure of what to say.”
How does the idea of being unsure of what to say relate to Val’s conflict?**

Another meaning of the expression “hard to say” is “difficult to put into words.” It can be used when something is emotional or powerful in a way that makes it hard to describe.

When do Ita and Val share something that is difficult to put into words? Explain.

Add any other ideas you have about the title's meaning and how it relates to the story.

NOW YOU'RE READY TO WRITE!

The prompt at the end of the story says:
Explain how the title “Hard to Say” relates to the story.
Respond in a well-organized paragraph.



CHOICE BOARD

"HARD TO SAY"

Explain how the title "Hard to Say" relates to the story. Respond in a well-organized paragraph.

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

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

Think about a time you felt misunderstood by a family member, a friend, or someone you didn't know well, or vice versa—when you had a hard time understanding that person. How did you resolve it? Did you do anything together to help you feel closer?

Make recipe cards for the foods highlighted in the story "Hard to Say." (You may need to look them up online or in a cookbook.) With each recipe, include a short paragraph describing the scene from the story in which the food appears, including Val's feelings and emotions.

Retell the story in five events. Draw or paint a picture for each event. Caption each picture with a few sentences that explain the scene, the characters, and how they are feeling.

Name:

FINDING AND USING TEXT EVIDENCE

Read "Hard to Say."
Then complete this activity to practice
finding and using text evidence.

Go to the next slide to
get started.



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

Claim

Food is important to Val's family.

Claim

A. "No one at school uses oils. Someone asked our teacher about them once, but she went on a tirade about the smell of turpentine, so no one asked again."

B. "She does it like a *Top Chef* contestant sprinkling salt in a pan. Clari has more questions. And the two of them are off again on their intense foodie conversation."

C. "We turn our heads to Mom, who starts cleaning surfaces that are already clean."

D. "'Morning,' my mom says. She slides a plate of cinnamon pancakes in front of me. It's a tradition my mom has insisted on since my last day in kindergarten, when she knocked the cinnamon over and it went flying into the batter."

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

Claim

Val isn't comfortable speaking Spanish.

Claim

Text Evidence 1:

"The second I realize she's gone, my chest gets tight with worry. What if I have a question, or Ita asks me something and I don't understand?"

Text Evidence 2:

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

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

Claim

Claim

“Forgetting about the cereal, I go back to my room. The chatter continues in the kitchen. Ita and Clari don’t even notice I’ve gone.”

“‘It means you can’t understand. You and Ita are, like, best buds.’

‘We were trying to include you.’

‘Well, you were doing a bad job.’”

“The table erupts into arguments about which one is better. Or at least, I think that’s what everyone is talking about. The conversation flies back and forth so fast that I barely catch a word.”

“‘Of course you don’t, you were so little,’ [Dad] says, switching to English. But then he switches back, turning to Ita, and I’m back to not knowing what anyone is talking about.”

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

Tips

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

Your Paragraph

Name:

FINDING TEXT EVIDENCE

Read "Hard to Say."
Then complete this activity to practice
finding text evidence.

Go to the next slide to
get started.



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C. "We turn our heads to Mom, who starts cleaning surfaces that are already clean."

D. "'Morning,' my mom says. She slides a plate of cinnamon pancakes in front of me. It's a tradition my mom has insisted on since my last day in kindergarten, when she knocked the cinnamon over and it went flying into the batter."

2. A. Drag a ✓ onto the piece of text evidence that BEST supports the claim below.

Claim

Val isn't comfortable speaking Spanish.

Claim

A. "All our relatives in Venezuela moved back to Argentina, where Ita and Ito are originally from, several years ago."

B. "The second I realize she's gone, my chest gets tight with worry. What if I have a question, or Ita asks me something and I don't understand?"

C. "I've felt helpless for so long, watching my parents deal with this. At least I can do something to help."

D. "Ita and Ito became my grandparents' names when Clari was little and couldn't say Abuelita and Abuelito."

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

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

“Forgetting about the cereal, I go back to my room. The chatter continues in the kitchen. Ita and Clari don’t even notice I’ve gone.”

“It means you can’t understand. You and Ita are, like, best buds.’

‘We were trying to include you.’

‘Well, you were doing a bad job.’”

“The table erupts into arguments about which one is better. Or at least, I think that’s what everyone is talking about. The conversation flies back and forth so fast that I barely catch a word.”

“‘Of course you don’t, you were so little,’ [Dad] says, switching to English. But then he switches back, turning to Ita, and I’m back to not knowing what anyone is talking about.”

Claims

A. Val’s sister is better at speaking and understanding Spanish.

B. Val feels left out.

C. Val’s grandmother wants to paint with her.

Name: _____

“Hard to Say” Quiz

Directions: Read “Hard to Say” from the November issue of *Scope*. Then answer the questions below.

1. **Which statement best describes the central conflict of “Hard to Say”?**
 - A. Val wishes she were more like her sister.
 - B. Val has no way to express her artistic talents.
 - C. Val feels like an outsider around her own family because she doesn’t speak Spanish as fluently as they do.
 - D. Val thinks her family places too much importance on family meals.
2. **Which detail would be LEAST important to include in a summary of the story?**
 - A. Val and her family are from Venezuela.
 - B. Val’s sister and parents speak Spanish with ease while Val does not.
 - C. Val’s mother puts cinnamon in Val’s pancakes.
 - D. Val’s grandparents come to live with her and her family.
3. **Which lines help develop the idea that Val feels left out? Choose TWO.**
 - A. “When I go to get some cereal around noon, Ita and Clari are in the kitchen.”
 - B. “Ita and Clari don’t even notice I’ve gone.”
 - C. “I gesture to the pile of herbs Clari is working on.”
 - D. “And the faster they talk, the less chance I have of picking up even a single word.”
4. **In the story, Ita is characterized as _____.**
 - A. thoughtful and loving
 - B. picky and difficult
 - C. quiet and shy
 - D. adventurous and bold
5. **Consider this line: “‘Sí. Me acuerdo,’ I say, impressed at my on-the-fly conjugation.” The idiom “on the fly” means to do something _____.**
 - A. in an accidental or unintended manner
 - B. quickly or automatically, without thinking too much about it
 - C. incorrectly
 - D. with a great deal of force or strength
6. **Painting with Ita ultimately makes Val feel _____.**
 - A. uncomfortable because her mom isn’t there to translate
 - B. more connected to her grandmother and to her life in Venezuela
 - C. proud of her painting skills
 - D. frustrated because she isn’t used to oil paints

Name: _____

Constructed-Response Questions

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

7. Val says, “I can’t wait all the way through a YouTube ad without hitting skip.” What does this tell you about Val’s personality? Is Ita the same way? Support your answer with text evidence.
8. What kind of relationship do Val and her parents have? How do you know?

Name: _____

“Hard to Say” Quiz

Directions: Read “Hard to Say” from the November issue of *Scope*. Then answer the questions below.

1. **The central conflict of the story is that Val has trouble _____.**
 - A. getting along with her sister
 - B. cooking as well as Ita and her father
 - C. communicating with her extended family
 - D. painting with oil paints
2. **Which detail would be LEAST important to include in a summary of the story?**
 - A. Val and her family are from Venezuela.
 - B. Val’s sister and parents speak Spanish with ease while Val does not.
 - C. Val’s mother puts cinnamon in Val’s pancakes.
 - D. Val’s grandparents come to live with her and her family.
3. **Which lines help develop the idea that Val feels left out? Choose TWO.**
 - A. “When I go to get some cereal around noon, Ita and Clari are in the kitchen.”
 - B. “Ita and Clari don’t even notice I’ve gone.”
 - C. “I gesture to the pile of herbs Clari is working on.”
 - D. “And the faster they talk, the less chance I have of picking up even a single word.”
4. **Choose the best description of Ita.**
 - A. She is thoughtful and loving.
 - B. She is quiet and keeps to herself.
 - C. She worries about many things.
 - D. She thinks she is the best at everything.
5. **Consider this line: “‘Sí. Me acuerdo,’ I say, impressed at my on-the-fly conjugation.” Based on context clues, to do something “on the fly” is to do it _____.**
 - A. by mistake
 - B. quickly
 - C. poorly
 - D. with great difficulty
6. **At the end of the story, Val feels _____.**
 - A. jealous of her sister
 - B. connected to Ita and Venezuela
 - C. annoyed by her family
 - D. proud of her paintings

Name: _____

Constructed-Response Questions

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

- Val says, “I can’t wait all the way through a YouTube ad without hitting skip.” What does this tell you about Val’s personality? Is Ita the same way? Use text evidence to support your answer.
- Support the following claim with at least two details from the story: Val and her parents have a close and loving relationship.

Hard to Say Contest

Explain how the title “Hard to Say” relates to the story. Respond in a well-organized paragraph. Send your response to Hard to Say Contest. Three winners will each get *The Other Half of Happy* by Rebecca Balcárcel.

Entries will be judged on:

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

Student's name: _____ Grade _____

Parent's email: _____

Parent's phone number _____

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

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

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

ENTRIES MUST BE RECEIVED BY December 20, 2021.

**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

"More Than a Game"

- 1. sovereign nation** (SAH-vuh-ruhn NEY-shuhn) *noun*; A sovereign nation has a permanent population, defined territory, and one government. It makes its own laws and decisions and governs itself.

The United States is a sovereign nation. There are 574 federally recognized sovereign tribal nations within the U.S., like the Onondaga Nation, for example.
- 2. sacred** (SAY-krid) *adjective*; Something that is sacred is highly valued, important, and respected, and is often related to religious or cultural beliefs. Places of worship—such as temples, churches, synagogues, and mosques—are considered sacred places by the people who worship there.
- 3. showcase** (SHOH-kays) *noun or verb*; A showcase is a glass case in which to display things. As a verb, *showcase* means "to display or present something in an attractive or favorable way." When an artist's work is showcased in a museum, it is set out for people to admire. Someone might showcase their singing ability by performing a song in the school talent show.

Name: _____

Vocabulary Practice

"More Than a Game"

Directions: Choose the best answer to each question.

1. In which sentence would it make sense to replace the word *special* with the word *sacred*?
 - a. Lydia's grandmother's recipe book is special to her family.
 - b. GameBusters is having a special deal on gaming consoles this week.
 2. Which item is being showcased?
 - a. T-shirts put on display right at the front of a store with a big sign next to them
 - b. jeans that a store is removing from its shelves to replace with something else
-

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

3. **sovereign nation**
 - a. country
 - b. school
4. **showcase**
 - a. hide
 - b. exhibit
5. **sacred**
 - a. cherished
 - b. disliked

Name: _____

THE SHORT WRITE KIT



Directions: Read "More Than a Game."
Then complete this activity to help you write
a short response to the article.

Step 1: WRITE YOUR CLAIM

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

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



Prompt:

Why is it important that the Iroquois Nationals be included in the 2022 the World Games?



Your claim:

It is important that the Iroquois Nationals be included in the 2022 World Games because

We started you off by echoing the question.

Finish the sentence by answering the question in the prompt.

Step 2: FIND YOUR TEXT EVIDENCE

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

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

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

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

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

Text Evidence 1

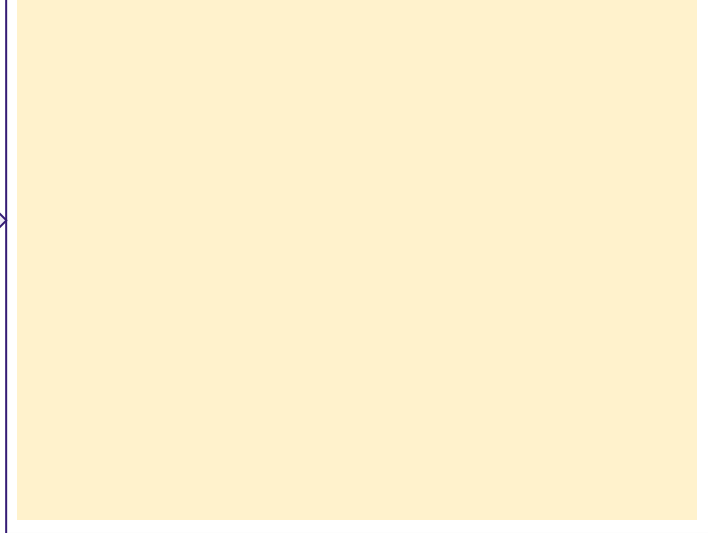
Commentary



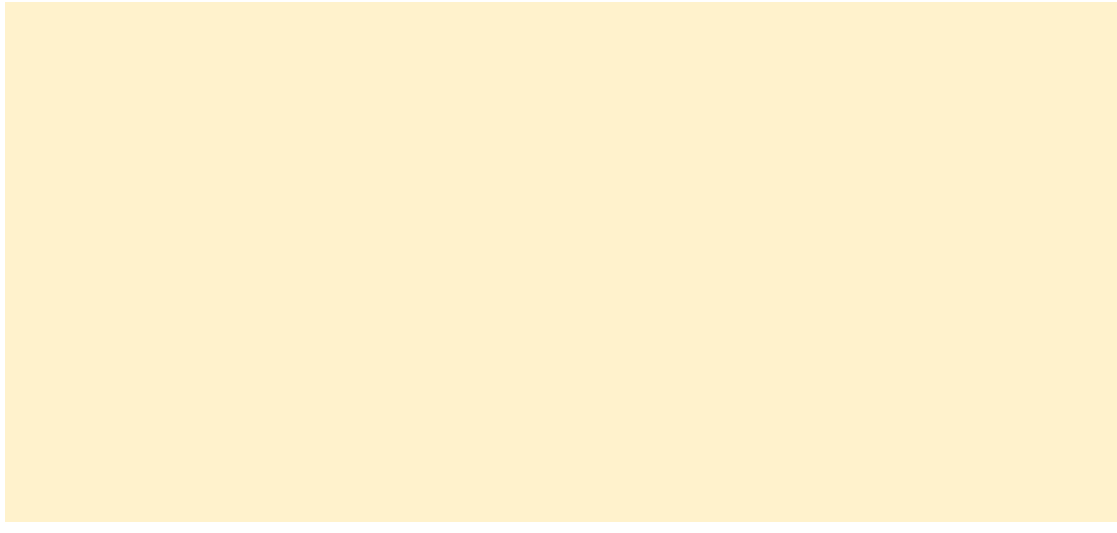
Text Evidence 2



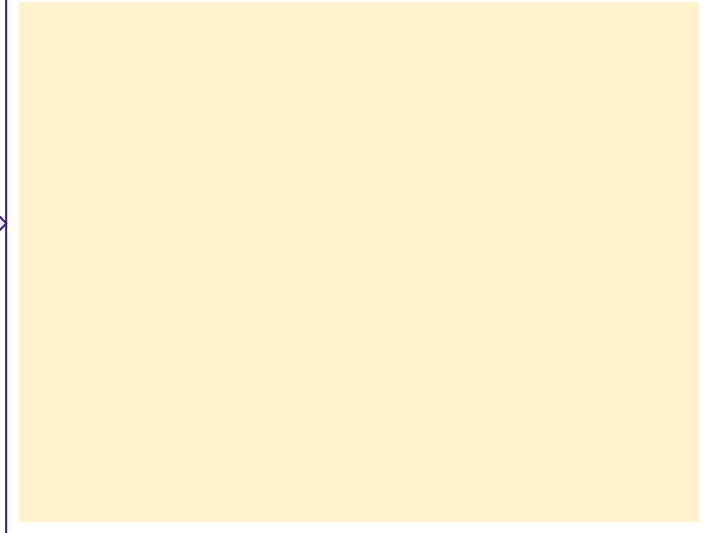
Commentary



Text Evidence 3



Commentary



Step 3: WRITE YOUR PARAGRAPH

Start with your claim.

Present your first piece of text evidence.
Be sure to cite where it's from. Here's one way
to do it: As Mackenzie Carro explains in her
article "More Than a Game", _____.

(Finish the sentence with your text evidence.)

Give your commentary for your first piece of
text evidence.

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

Follow each piece of evidence with your
commentary.

Finish with a concluding sentence that sums
everything up.

Name: _____

"More Than a Game" Quiz

Directions: Read "More Than a Game" from the November issue of *Scope*. Then answer the questions below.

1. **Author Mackenzie Carro writes, "Today, the Nationals have their sights set on the 2028 Olympic Games." If you have your sights set on something, you _____.**
 - A. can see it
 - B. want it and will work hard to get it
 - C. are worried about it
 - D. hope you will benefit from it
2. **Which statement best expresses a central idea of the section "The Medicine Game"?**
 - A. Rex Lyons grew up playing lacrosse.
 - B. Lacrosse has changed over time.
 - C. The Six Nations of the Haudenosaunee Confederacy are sovereign nations.
 - D. Lacrosse is an important part of the culture of the Haudenosaunee.
3. **Rex Lyons says, "We've never had this kind of wind at our back before. It's always been in our face." He means that the team _____.**
 - A. has more talented players than ever
 - B. is experiencing a high level of support, rather than the opposition they've faced in the past
 - C. often plays in unfavorable weather conditions
 - D. has a difficult training season ahead
4. **All the claims below can be supported by information in the article EXCEPT which?**
 - A. Social media can be a powerful force for change.
 - B. The sport of lacrosse has become more popular in recent years.
 - C. The Haudenosaunee are passionate about lacrosse.
 - D. Some people don't think that lacrosse should be an Olympic sport.

Constructed-Response Question

Directions: Write your answer on the back of this page or on your own paper.

5. **Why is it important for the Iroquois Nationals to compete at the World Games next summer? Support your answer with text evidence.**

Name: _____

"More Than a Game" Quiz

Directions: Read "More Than a Game" from the November issue of *Scope*. Then answer the questions below.

1. Author Mackenzie Carro writes, "Today, the Nationals have their sights set on the 2028 Olympic Games." If you have your sights set on something, you _____.
 - A. can see it
 - B. want it and will try hard to get it
 - C. are worried about it
 - D. hope you will benefit from it
2. The section "The Medicine Game" is mainly about how lacrosse is an important part of _____.
 - A. Rex Lyons's life
 - B. the World Games
 - C. Ireland's history
 - D. Haudenosaunee culture
3. Rex Lyons says, "We've never had this kind of wind at our back before. It's always been in our face." He means that the team _____.
 - A. has many new players
 - B. is receiving a level of support they aren't used to
 - C. plays in poor weather conditions
 - D. has a tough training season ahead
4. Consider the following claim: "The Haudenosaunee have a unique connection to lacrosse." Which of the following lines supports this claim?
 - A. "Today, lacrosse's popularity is booming."
 - B. "Each is a sovereign nation, with its own laws, customs, and languages."
 - C. "When the Nationals learned that they had not been invited, they were hurt and disappointed."
 - D. "The Haudenosaunee have been playing lacrosse for 1,000 years, and it is because of them that the game even exists."

Constructed-Response Question

Directions: Write your answer on the back of this page or on your own paper.

5. Why is it important for the Iroquois Nationals to compete at the World Games next summer? Support your answer with text evidence.

Name: _____

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

Vocabulary

"Is It Wrong to Cancel Plans?"

1. **initial** (ih-NISH-uhl) *adjective*; The word *initial* means "first" or "occurring at the beginning." The initial letter of the word *whimsy* is w. The initial step in writing an article is doing research.
2. **integrity** (in-TEG-rih-tee) *noun*; Having integrity means knowing the difference between what is right and wrong and consistently doing what is right. A person with integrity is honest and fair.
3. **motive** (MOH-tiv) *noun*; A motive is the reason someone does something. For example, your motive for doing chores might be to help your family—or it might be to get an allowance.
4. **prioritize** (prahy-OR-ih-tahyz) *verb*; *Prioritize* means "to rate things in order of importance or urgency." If you have a long list of things to do, it can help to prioritize your tasks. This will help you decide the best order in which to complete them and make sure the most important things are dealt with first.

Name: _____

Vocabulary Practice

"Is It Wrong to Cancel Plans?"

Directions: Choose the best answer to each question.

1. **What is the initial step in making spaghetti?**
 - a. serving the spaghetti
 - b. cooking the noodles

2. **Someone who prioritizes sleep over social media**
 - a. stays up all night watching YouTube.
 - b. puts their phone away when it's bedtime.

3. **Which person shows integrity?**
 - a. someone who gossips about other people
 - b. someone who admits when they are wrong

4. **Which word is most similar to *motive*?**
 - a. purpose
 - b. effect

Directions: Choose a word from Page 1 and use it in a sentence. Write the sentence below.

5. _____
- _____
- _____

Name: _____

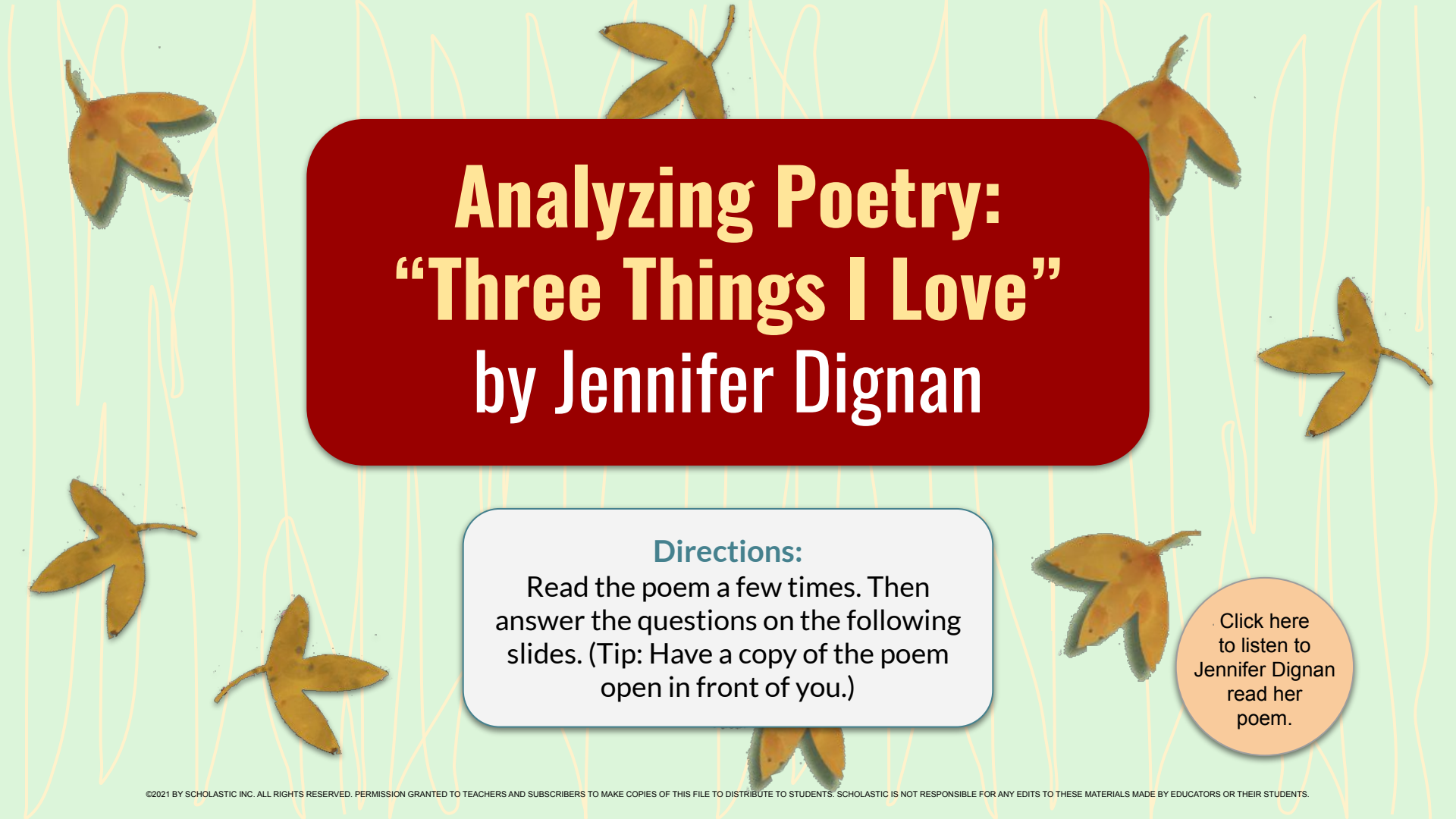
WRITING PLANNER: MY ADVICE

Directions: Read "Is It Wrong to Cancel Plans?" Then use the information in the article and this planner to help you write a letter of advice to Sasha or Sebastian.

1. To whom will you write a letter of advice? _____
2. **A.** What questions should this person ask themselves when considering whether or not to cancel their plans?

B. How would you answer those questions?
3. Do you think this person should cancel their plans? Why do you think this is the best decision?
4. Is there anything else you want to add to your letter? For example, you could offer advice for what to do if they cancel their plans, or you could share a personal experience that might be helpful.

**Now
you're
ready to
write!**



Analyzing Poetry: “Three Things I Love” by Jennifer Dignan

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 Jennifer Dignan read her poem.

STRUCTURE

Describe the basic structure of “Three Things I Love” by answering the questions below.

1. How many stanzas are there?

2. How many lines are in each stanza?

3. Does the poem have a pattern of rhymes, or is it free verse?

Free verse:
poetry that does not have a regular pattern of rhymes

drag
me



4. Which best describes the overall structure of the poem? Drag this ✓ onto your answer.

- A** In the first stanza, the speaker names three things she loves. In the second and third stanzas, she gives details about why she loves those things.
- B** In each stanza, the speaker names one thing she loves and then gives details about why she loves that thing.
- C** In each stanza, the speaker names three things she loves and gives some details about why she loves those things.

Repetition

Repetition Type Assonance

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

For example:

- At **noon**, the **room** was **gloomy**.
- I hope this **cheese** will **please** you; it certainly **pleases me**.
- She stood **by my side**, her **eyes** open **wide**.

6. Find one example of assonance in the poem.
Write it in the box below.

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

Repetition

Many poems include repetition—of sounds, syllables, words, phrases, lines, or entire stanzas. Let's look at repetition in "Three Things I Love."

Repetition Type Alliteration

Alliteration: when two or more words that are close to each other start with the same letter or sound.

For example:

- **Mr. Mullins** mowed the grass.
- **S**now fell **s**oftly as we **s**lept.
- A **b**ird **l**anded **l**ightly on a **b**ran**ch**.

5. Find seven phrases in "Three Things I Love" that contain alliteration. Write one in each box below.

Other Repetition

7. Find a phrase that is repeated in the first stanza. Write it in the box below.

8. Find a word that is repeated in the third stanza. Write it below.

9. Find a phrase that is repeated in the third stanza. Write it below.

10. Now look at the first line of each stanza. Explain the repetition that appears in these lines.



MEANING

First Stanza

Lines 1-5:

One thing I love is this song.
It seems to respond to a call
from the core of my being,
to echo a refrain
imprinted in my genes.

11. Consider lines 1-5. What do you think the speaker means?



First Stanza

Lines 6-8:

This song turns tangled up thoughts and emotions
that often get stuck in my throat
into something I can open my mouth and sing.

12. Consider lines 6-8. What do you think the speaker means? Why would what she is describing be a good thing?



First Stanza

Lines 9-12:

I blast the volume on this song because
it feels like blasting the volume on myself
while at the same time
it feels like dissolving.

13. Consider lines 9-12. What do you think the speaker means?



Second Stanza

14. In the second stanza, the speaker describes three different interactions she has with her dog. What are they?



Third Stanza

15. In your own words, explain what it is about the tree that the speaker loves.

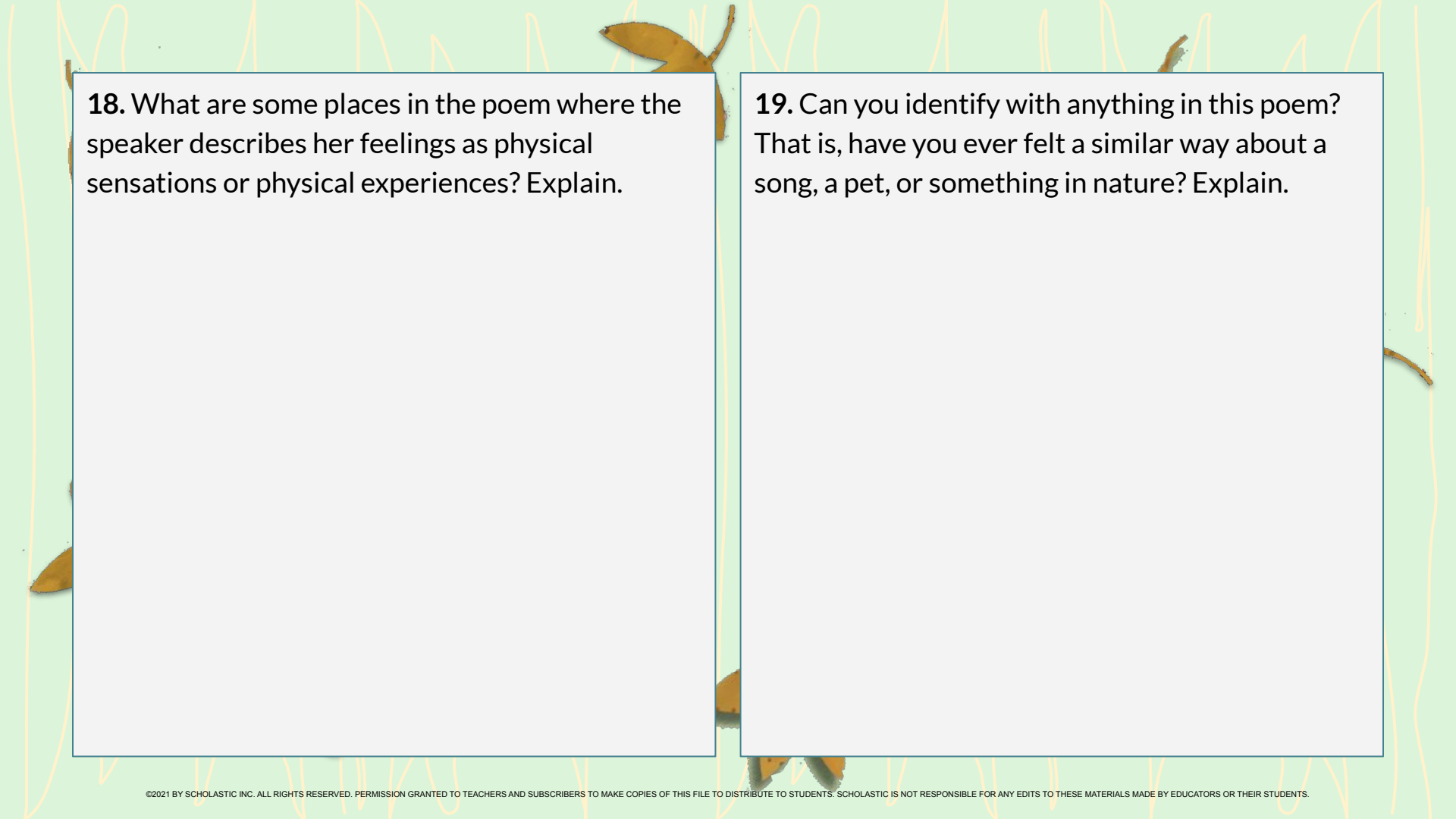
16. How do the last four lines of this stanza tie the whole poem together?



Whole Poem

17. The speaker introduces each of the three things she loves with the word “this.” In other words, she says “this song” instead of, for example, “the song ‘I Want the World to Stop,’” and she says “this dog” instead of, for example, “my dog Maggie.”

How does the poet’s choice to introduce each of the three things the speaker loves with the word “this” affect the meaning of the poem? Why might the poet have made this choice?



18. What are some places in the poem where the speaker describes her feelings as physical sensations or physical experiences? Explain.

19. Can you identify with anything in this poem? That is, have you ever felt a similar way about a song, a pet, or something in nature? Explain.

Poetry Writing Planner

Directions:

Read the poem "Three Things I Love" by Jennifer Dignan. Then follow the directions in this activity to write your own poem about three things that you love. Use your own paper or document for your writing.



1. Brainstorm

On a blank piece of paper, jot down things you love. You can use the list of categories below to inspire you—but list anything at all that comes to mind!

songs

places

activities

works of art

people

**items of
clothing**

**tools or
equipment**

**pieces of
furniture**

**things in
nature**

pets



2. Review and Choose

Read through the list you brainstormed. Which things are closest to your heart? Which would you most like to write about in a poem?
Choose three things from your list and circle or star them.

3. Reflect and Take Notes

Start with one of the three things you chose. Write it at the top of a sheet of paper.

Think about why you love that thing. How does it make you feel, both emotionally and physically? A good approach might be to close your eyes and imagine yourself interacting with that thing—listening to that song, sitting in that room, wearing that piece of clothing . . . whatever it is.

As you're thinking, take notes. You can write words, phrases, or whole sentences.

Repeat this step for the other two things you chose from your list.

4. Write Your First Draft

Now it's time to write the first draft of your poem!

Guidelines:

- ▶ Give your poem the title "Three Things I Love."
- ▶ Using Jennifer Dignan's poem as a model, write three stanzas, each about one thing you love. Use your notes to help you. Each stanza should start by stating the thing you love and then give details about why you love it or how it makes you feel.

5. Revise

When you have your first draft . . .

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

Poetry Contest

Using Jennifer Dignan's poem as a model, write your own poem with the title "Three Things I Love." You can write from your point of view or from the point of view of a character or person you admire. Send your poem to 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

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