

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

# NUMBER OR AMOUNT?

The words **number** and **amount** are easy to mix up. Here's what you need to know to use these words correctly.

## number

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

### Examples:

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

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

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

**TIP:** **Number** refers to **how many** of something there is. (As in "How many cups?")

## amount

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

### Examples:

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

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

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

**TIP:** **Amount** refers to **how much** of something there is. (As in "How much water?")

**Directions:** Circle the correct bolded word—**number** or **amount**—in each sentence below.

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

**Directions:** Write your own sentence using **number** or **amount**—or both!

7. \_\_\_\_\_
- \_\_\_\_\_

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

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

# Vocabulary

## "The Killer Wave"

- 1. comprehensive** (kahm-prih-HEN-siv) *adjective*; *Comprehensive* means "complete" or "including all or nearly all the elements of something." If you have a comprehensive knowledge of dinosaurs, you know a lot about dinosaurs. You probably know everything from their names to their sizes to what they ate and when they lived. If you make a comprehensive list of the best sci-fi movies of all time, you've made a long list and have taken care not to leave anything out.
- 2. distillation** (dih-stuh-LAY-shuhn) *noun*; To distill (dih-STIL) a liquid is to heat it and cool it in order to separate it into parts. One reason to distill something is to make it more pure. For example, water might be distilled to remove chemicals from it.  
  
The process of distilling something is called distillation. Distillation is completed using a machine called a still.
- 3. hastily** (HAY-stuh-lee) *adverb*; To do something hastily is to do it quickly and often carelessly, as in "Scott was running late, so he hastily threw some clothes into his suitcase and left for the train station" or "I hastily made my bed, hoping no one would notice that the sheets were not tucked in."
- 4. imminent** (IH-muh-nuhnt) *adjective*; Something that is imminent is just about to happen, as in "We are waiting at the airport for the imminent arrival of our cousins."  
  
*Imminent* is often used when something bad is about to happen, as in "I heard the egg rolling across the counter and knew a big mess was imminent."
- 5. laden** (LAY-duhn) *adjective*; *Laden* means "heavily loaded or weighed down with something." An apple tree's branches might be laden with fruit. On a holiday, your dining room table might be laden with food.

6. **liable** (LAHY-uh-buhl) *adjective*; *Liable* means "legally responsible for causing damage." For example, if you throw a baseball and accidentally break your neighbor's window, you (or your parents) would be liable for the damage, meaning you would have to pay to have the window fixed.

*Liable* can also mean "likely to do or experience something." For example, if you ride a bike downhill too fast, you are liable to fall.

7. **rivet** (RIH-vuht) *noun*; A rivet is a metal pin or bolt that holds two or more pieces of something together. Rivets are used in the construction of many things, from airplanes to lockers to jewelry. The pockets on your jeans might have rivets in their corners.

8. **shoddily** (SHAH-duh-lee) *adverb*; *Shoddy* (SHAH-dee) is an adjective that means "of poor quality or badly made." A shoddy roof might leak. A shoddy bookcase might have wobbly shelves.

*Shoddily* means "in a shoddy way or manner." A shoddily constructed chair might fall apart when you sit in it.

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

## Vocabulary Practice

### "The Killer Wave"

**Directions:** Choose the word or phrase that is LEAST similar in meaning to the bolded word.

1. **laden**
  - a. heavy with
  - b. lightly covered with
2. **hastily**
  - a. carefully
  - b. hurriedly
3. **comprehensive**
  - a. thorough
  - b. incomplete
4. **shoddily**
  - a. poorly
  - b. carefully

**Directions:** Choose the best phrase to complete each sentence.

5. If the forecast says rain is imminent, you should \_\_\_\_\_ when you go out.
  - a. be sure to carry an umbrella
  - b. leave your umbrella at home
6. Distillation involves \_\_\_\_\_.
  - a. separating liquids
  - b. mixing liquids
7. Rivets \_\_\_\_\_ two pieces.
  - a. separate and hold apart
  - b. connect and fasten
8. A delivery company says it is not liable for lost or stolen packages. This means the company is not \_\_\_\_\_.
  - a. responsible for lost or stolen packages
  - b. going to lie about lost or stolen packages

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

# Close-Reading Questions

## "The Killer Wave"

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1. In the introduction, what is the purpose of the information about World War I and the influenza pandemic? (setting)

2. What aspects of the giant molasses tank bothered residents of the North End? Why did some people decide not to complain? (key ideas and details)

3. What effect does the repetition of "*Rat, tat, tat, tat*" at the start of the section "A Violent Swirl" create? (literary devices)

4. How does author Lauren Tarshis describe the wave of molasses? What mood does she create? (descriptive language, mood)

5. Referring to the trial, the author writes, "For the residents of the North End, it was a major victory." Why was the trial a "major victory"? (inference)

6. How did the Boston Molasses Flood lead to important changes that make us safer today? (key ideas and details)

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

# Critical-Thinking Questions

## "The Killer Wave"

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1. How might the 1919 disaster in Boston have been prevented?
2. What lessons can be learned from the Boston Molasses Flood?
3. Why is it important to learn about historical disasters like the Boston Molasses Flood?

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

# The Boston Molasses Flood

**Directions:** Read "The Killer Wave." Then use this planner to help you respond to the prompt that appears at the end of the article.

## 1. What impact did the molasses flood have on Boston's North End?

**Event:** A huge molasses storage tank broke apart, spilling 2.3 million gallons of molasses into the streets of the North End.

**Effect 1**

**Effect 2**

**Effect 3**

## 2. What impact did the molasses flood have on America?

**Event:** The experts in the molasses flood trial confirmed what North End residents had suspected: The tank had been carelessly built—and USIA had known it.

**Effect 1**

**Effect 2**



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

# The Boston Molasses Flood

Directions: Read "The Killer Wave." Then use this planner to help you respond to the prompt that appears at the end of the article.

## 1. What impact did the molasses flood have on Boston's North End?

**Event:** A huge molasses storage tank broke apart, spilling 2.3 million gallons of molasses into the streets of the North End.

*What happened to the people who were in the path of the molasses wave?*

*What happened to houses and buildings of the North End?*

*How were the victims affected by the molasses flood trial?*

**Effect 1**

**Effect 2**

**Effect 3**

## 2. What impact did the molasses flood have on America?

**Event:** The experts in the molasses flood trial confirmed what North End residents had suspected: The tank had been carelessly built—and USIA had known it.

*How did requirements for construction projects change after the molasses flood trial?*

*How did the molasses flood trial affect trials today?*

**Effect 1**

**Effect 2**

# CHOICE BOARD

## "THE KILLER WAVE"

In a short essay, analyze the impact the molasses flood had on Boston's North End—and on America. Use text evidence to support your answers.

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

Create a podcast in which you interview fictional people who lived through the molasses flood.

A new museum exhibit is being made about the Molasses Flood. Write a proposal for what should be included and why.

Imagine this story is being made into a movie. Design the movie poster or create a trailer for the movie.

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 Killer Wave.”

1. Where and when does this article take place?
2. Who is the article mainly about?
3. What significant event does the article describe? What happened during the event?
4. Who was responsible for this event? What were they forced to do afterward?
5. What changes happened as the result of this tragedy?
6. Are there any other important details you haven't mentioned? Write them here.

## Summary of “The Killer Wave”

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

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 Killer Wave."

<p>Lauren Tarshis's narrative nonfiction article "The Killer Wave" is about _____</p> <p>_____.</p>	<p>Begin with a topic sentence that tells what the article is mainly about.</p>
<p>The neighborhood was home to _____</p> <p>_____.</p>	<p>Who lived there? Who does the article specifically describe?</p>
<p>A company called United States Industrial Alcohol (USIA) had built _____</p> <p>_____.</p>	<p>Tell what towered over the neighborhood.</p>
<p>Molasses was used _____</p> <p>_____.</p>	<p>What did the company make from molasses?</p>
<p>One January day, young Anthony Di Stasio was walking home when _____</p> <p>_____.</p>	<p>What did Anthony see and hear?</p>
<p>As the molasses swept through the streets, _____</p> <p>_____.</p> <p>_____.</p>	<p>Give three examples of what happened.</p>
<p>Luckily, however, Anthony survived. In the end, USIA had to _____</p> <p>_____.</p> <p>_____.</p>	<p>What did the company have to do? Why?</p>
<p>Because of the trial's ruling, _____</p> <p>_____.</p> <p>_____.</p>	<p>What impact did the flood and the trial have on America?</p>

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

## “The Killer Wave” Quiz

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

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1. **The author’s purpose in writing this story was most likely to \_\_\_\_\_.**
  - A. persuade readers to visit Boston’s North End neighborhood
  - B. warn readers against the use of molasses
  - C. inform readers about a little-known but important event in history
  - D. instruct readers in the proper storage of molasses
2. **The author writes that “Anthony’s tattered wool coat flapped open” as he hurried home on the day of the flood. What ideas do the details about Anthony’s coat support? Choose TWO.**
  - A. Anthony’s family didn’t have much money.
  - B. It was a warm day after a long cold spell.
  - C. The molasses tank was built in a hurry.
  - D. Many immigrant families lived in the North End.
3. **The author writes, “It wasn’t merely the tank’s unsightliness that upset the residents of the North End though.” If something is unsightly, it is \_\_\_\_\_.**
  - A. extremely detailed and delicate
  - B. unpleasant to look at; ugly
  - C. no longer in one piece
  - D. pleasing to the senses or mind
4. **Which line shows that the molasses flood still affects us today?**
  - A. “Today Boston’s North End is a bustling destination for food and history lovers.”
  - B. “The ruling led to Massachusetts’s first comprehensive building codes, a set of rules to follow when constructing homes, buildings, and other structures. These codes were later adopted in cities and states across the country.”
  - C. “Molasses is a thick brown syrup that was once the most popular sweetener in America.”
  - D. “Children would fill cups with the molasses dripping from its cracks.”
5. **The author most likely views the rupture of the molasses tank as \_\_\_\_\_.**
  - A. preventable
  - B. common
  - C. unimportant
  - D. harmless
6. **Which of the following lines supports your answer to question 5?**
  - A. “At 50 feet tall, it was bigger than any other tank ever built in Boston.”
  - B. “It swept away motorcars and snapped electrical poles.”
  - C. “The experts’ conclusion: The tank had been shoddily built, and the leaders at USIA had known it.”
  - D. “In the end, 21 people were killed and 150 were injured.”

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

## Constructed-Response Questions

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

7. The author tells us that most residents of the North End were poor immigrants. Why is this information important to the story of the molasses flood? Explain using text evidence.
8. Author Lauren Tarshis uses a lot of figurative language to describe the molasses tank, its rupture, and the wave of molasses. Identify one piece of figurative language Tarshis uses. Then explain its effect on readers and what it helps readers understand.

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

## "The Killer Wave" Quiz

Directions: Read "The Killer Wave" from the February issue of *Scope*. Then answer the questions below.

---

1. The author's purpose in writing this story was most likely to inform readers about \_\_\_\_\_.
  - A. sugarcane
  - B. the state of Massachusetts
  - C. a strange and important event in American history
  - D. dynamite
2. Which details about Anthony help readers understand that the di Stasios didn't have a lot of money? Choose TWO.
  - A. His coat is tattered.
  - B. He shares a tiny apartment with his parents and four sisters.
  - C. He gets pinned to a lamppost.
  - D. He survives the molasses flood.
3. The author writes, "It wasn't merely the tank's unsightliness that upset the residents of the North End though." Something that is unsightly is \_\_\_\_\_.
  - A. huge
  - B. ugly
  - C. broken
  - D. beautiful
4. According to the article, which of the following is a result of the molasses flood trial?
  - A. World War I
  - B. building codes
  - C. Italian restaurants
  - D. the American Revolution
5. The author most likely views the rupture of the molasses tank as \_\_\_\_\_.
  - A. preventable (able to be prevented or avoided)
  - B. common (happening frequently)
  - C. unimportant (not important; minor)
  - D. harmless (free from harm or loss)
6. Which of the following lines supports your answer to question 5?
  - A. "At 50 feet tall, it was bigger than any other tank ever built in Boston."
  - B. "It swept away motorcars and snapped electrical poles."
  - C. "The experts' conclusion: The tank had been shoddily built, and the leaders at USIA had known it."
  - D. "In the end, 21 people were killed and 150 were injured."



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

## Constructed-Response Questions

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

7. Why did the residents of the North End feel like there was nothing they could do about USIA's dangerous and unsightly molasses tank? Explain using text evidence.
8. A simile is a comparison of two unlike things using *like* or *as*. Identify a simile used in the article. Then explain what two things the simile is comparing and what this comparison helps readers understand.

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

# SENSORY DETAILS SCAVENGER HUNT

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

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

## Examples of Sensory Words

### Sight

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

### Smell

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

### Sound

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

### Taste

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

### Touch

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

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

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

*The pancakes are on the table.* ➞

*The locker smelled bad.* ➞

**Directions:** Read "The Killer Wave." Then go back to the story and find at least one sensory detail for each sense. Circle the words or phrases that stirred your senses. (We've provided an example for you.)

Type of Sensory Detail	Vivid Sentence
sight	
smell	
sound	"honking motorcars and clattering horse-drawn wagons"
taste	
touch	

**Discuss:** What do these details add to the story?

## CHALLENGE!

As you may have noticed, authors can use figurative language to help them create imagery. Can you find examples in the article of the three types of figurative language below?

Figurative Language	Example	What does this figurative language help you understand?
<b>simile</b> (comparison of two things using <i>like</i> or <i>as</i> )		
<b>personification</b> (giving human qualities to something that is nonhuman)		
<b>onomatopoeia</b> (a word that sounds like the noise it describes, like "buzz" or "hiss")		

# Molasses Flood Contest

In a short essay, analyze the impact the molasses flood had on Boston's North End—and on America. Use text evidence to support your answers. Three winners will each get

*The Great Molasses Flood* by Deborah Kops.

## Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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 March 20, 2023.**

*\*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  
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the words and  
definitions read  
aloud.

# Vocabulary

## "Should School Be Canceled for Bad Weather?"

1. **enlist** (en-LIST) *verb*; *Enlist* means "to get the help or support of," as in "I enlisted my fellow student council members to help me organize a campus cleanup day."

*Enlist* can also mean "to join the armed services," as in "My grandfather enlisted in the Navy when he was 20 years old."

2. **inclement** (in-KLEH-muhnt) *adjective*; *Inclement* means harsh and severe. Inclement weather is very stormy weather.

## Vocabulary Practice

**Directions:** Rewrite each sentence using one of the vocabulary words: *enlist* or *inclement*.

1. I'm planning a surprise birthday party for a friend—I'm handling the food and decorations, and I've asked some other friends to handle the invitations.
2. Due to unpleasantly cold and wet weather, the concert in the park planned for this evening has been canceled.

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Should School Be Canceled for Bad Weather?" develop their arguments. We filled in some information for you.

	Gerald Harris	Melissa Forillo
line(s) that expresses the central claim	"Students deserve weather cancellation days."	
two pieces of evidence that support the central claim	1.  2.	1.  2.
line(s) that expresses the counterclaim		"I understand that for people like my dad, snow days were a joyful part of growing up."
line(s) that contains the rebuttal to the counterclaim		

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

# Scavenger Hunt

**Directions:** Fill in the boxes below to explore how the writers of the essays in "Should School Be Canceled for Bad Weather?" develop their arguments. We filled in one box for you.

	Gerald Harris	Melissa Forillo
line(s) that expresses the central claim	"Students deserve weather cancellation days."	
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 "Should School Be Canceled for Bad Weather?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Should school be canceled for bad weather?

Consider what you read in the letters, 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 letters support your opinion? What other information supports your opinion? List three supporting details below.

**Here's an example:** If you think school should be canceled for bad weather, one of your supporting details might be that days off give students a much needed chance to catch up on sleep and relax.

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think schools should be canceled on bad weather days, summarize the strongest arguments in favor of remote learning that Melissa Forillo presents in her letter. If you think schools should switch to remote learning on bad weather days, summarize the strongest arguments for canceling school that Gerald Harris presents in his letter.

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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): Have you had positive experiences when school was canceled due to bad weather? Did you do something fun or relaxing? Alternatively, have you had a positive experience with remote learning on a bad weather day?

**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: "The roads are closed because of snow. Would you rather go outside and play or \_\_\_\_\_?"

**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 canceling school on bad weather days. Finish it in the space provided.

**Gerald Harris thinks school should be canceled for bad weather. He thinks remote learning can be unfair to students with tech problems. Plus, a day off gives students time to recharge. Melissa Forillo thinks ...**

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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 school should be canceled on bad weather days. (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

## “Into the Poison Cloud” and “6 Qualities of a Successful Inventor”

1. **emancipate** (ih-MAN-suh-peyt) *verb*; To emancipate means “to set free from someone else’s control or power.”

Frederick Douglass escaped slavery and became a great American activist, author, and public speaker. He argued that all enslaved people should be completely and immediately emancipated.

2. **ingenious** (ihn-JEEN-yuhs) *adjective*; Something that is ingenious is very clever; it shows creativity and inventiveness.

Some might say that the backpack was an ingenious invention—before it came along, kids had to lug their books around with a leather strap!

3. **innovative** (IHN-uh-vey-tiv) *adjective*; The verb *innovate* (IHN-uh-veyt) means “to do something in a new way.” Something that is innovative is new, creative, and usually advanced. An innovative person introduces changes and new ideas.

For example, three Ohio teens came up with an innovative solution for Styrofoam litter (millions of pounds of the stuff are thrown away in the U.S. each year): They turn it into filters that clean dirty water.

4. **invest** (ihn-VEST) *verb*; As it is used in the article, *invest* means “to give money to a company in hopes of getting a larger amount of money from the company later.”

For example, if a new tech company doesn’t have enough money to launch a product, it will look for someone to invest in the company—in other words, to give the company the money it needs. If the product is a success, the company will give some of the money it earns to the people who invested.

5. **menace** (MEH-nuhs) *noun or verb*; A menace is someone or something that threatens to cause harm. A bully is a menace to other kids. Air pollution is a menace to our health.

As a verb, *menace* means “to threaten.” If the cat swipes at the dog every time she walks by, the cat is menacing the dog.

6. **prototype** (PROH-tuh-tahyp) *noun*; A prototype is the original or first model of something from which other versions are developed.

For example, before selling a new type of sneaker, a sneaker company will make a prototype that the designers will test in different situations. They will use what they learn from testing the prototype to create a better version of the shoe to sell.

7. **toxic** (TAHK-sik) *adjective*; Something that is toxic is poisonous—very dangerous and perhaps able to cause death. Chocolate is toxic to dogs and can make them very sick—or even kill them—if they eat it. Bleach, a common household cleaner, is toxic and can irritate the eyes, nose, throat, and skin. People who use bleach should wear protection such as rubber gloves and a mask.

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

## Vocabulary Practice

### "Into the Poison Cloud" and "6 Qualities of a Successful Inventor"

**Directions:** Fill in each blank with a form of a word from the word bank to best complete each sentence. (*Psst!* Two of the words are synonyms and can therefore work in more than one blank. You choose where each word fits best.)

#### Word Bank

emancipate

ingenious

innovative

invest

menace

prototype

toxic

1. \_\_\_\_\_ substances are dangerous and should be kept out of reach of children and pets.
2. The inventor is working on a \_\_\_\_\_ for a device that records your dreams. It's \_\_\_\_\_!
3. Mosquitoes are such a \_\_\_\_\_, always buzzing in my ears and giving me a million itchy bites!
4. The McGregors \_\_\_\_\_ \$50,000 in the company's \_\_\_\_\_ classroom seating design: desks with bicycle pedals that allow kids to stay active while they work.
5. June 19, or "Juneteenth," is a federal holiday that celebrates the end of slavery in America. June 19, 1865, was the date that about 250,000 enslaved persons were \_\_\_\_\_ by the Union Army in Texas.

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

# Close-Reading Questions

## "Into the Poison Cloud"

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1. In the section "Leaving Home," Tod Olson writes that Morgan had the gift of "insatiable curiosity." How does Olson develop this idea throughout the article? (key ideas and details, character)

2. Olson calls Morgan's safety hood "an invention the world desperately needed." How is this statement supported? (key ideas and details)

3. How effective did the men gathered on the platform in Lake Erie think Morgan's safety hood would be? How do you know? (text evidence, inference)



# Close-Reading Question

## "6 Qualities of a Successful Inventor"

---

1. Based on what box No. 3 says, define *resilience* in your own words. How did Morgan show resilience? (vocabulary, synthesis)

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

# Critical-Thinking Questions

## "Into the Poison Cloud" and "6 Qualities of a Successful Inventor"

---

1. Consider the saying "Necessity is the mother of invention." What does it mean? How does it apply to the story of Garrett Morgan?

2. What might be rewarding about being an inventor? What might be challenging?

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

# Garrett Morgan’s Success

**Directions:** Read “Into the Poison Cloud” and “6 Qualities of a Successful Inventor.” Then use this planner to help you respond to the prompt that appears at the end of the articles.

Listed below are the six qualities from the second article. Circle three qualities you think most contributed to Morgan’s success.

- PROBLEM SOLVING
- RESILIENCE
- CREATIVITY
- PASSION
- CURIOSITY
- COURAGE

Find and record text evidence for each of your three choices.

Quality 1	Text Evidence	Explanation
	<i>Find at least one example in the story of Morgan exhibiting this quality.</i>	<i>How did this quality contribute to Morgan’s success?</i>
<hr/>		

Quality 2	Text Evidence <i>Find at least one example in the story of Morgan exhibiting this quality.</i>	Explanation <i>How did this quality contribute to Morgan’s success?</i>
<hr/>		

Quality 3	Text Evidence <i>Find at least one example in the story of Morgan exhibiting this quality.</i>	Explanation <i>How did this quality contribute to Morgan’s success?</i>
<hr/>		

# CHOICE BOARD

## "INTO THE POISON CLOUD" AND "6 QUALITIES OF A SUCCESSFUL INVENTOR"

Think about the qualities described in "6 Qualities of a Successful Inventor." Which three do you think most contributed to Garrett Morgan's success? Answer this question in a well-organized essay. Use text evidence.

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

Imagine you are a journalist and you've traveled to Cleveland to report on Garrett Morgan's daring rescue effort. Create your news story in the form of an article or a video.

Create a poster that advertises Garrett Morgan's fire safety hood. How does it work? Why is it needed? Your ad should use words and images that convince customers to buy it.

Imagine you could interview Garrett Morgan today. With a partner, create a podcast in which an interviewer and Morgan discuss the qualities presented in "6 Qualities of a Successful Inventor" and how they helped him in life.

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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read “Into the Poison Cloud” and “6 Qualities of a Successful Inventor.” Then complete this activity to practice finding and using text evidence.

*Let's get started!*



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

Claim

The world desperately needed Morgan's safety hood.

Claim

A. "Nearly all his potential customers were White, and many were reluctant to do business with a Black man."

B. "Fires were a deadly problem in cities in the early 1900s. In 1911, a fire broke out at the Triangle Waist Company factory in New York City, killing 146 people."

C. "In his spare time, he taught himself how to repair the factory's sewing machines."

D. "The safety hood fit over a firefighter's head and shoulders."

2. Read the lines below from the articles. Drag a ✓ onto the claim they both support.

**Text Evidence 1:**

“On the platform, he stood surrounded by firefighters, police officers, and workers. Only three of them, including Morgan’s brother, were willing to put on the hoods and go down into the tunnel with him.”

**Text Evidence 2:**

“Before Morgan got into the elevator, Cleveland’s mayor, Harry Davis, shook his hand. Davis said simply, ‘Goodbye,’ as though he did not expect to see Morgan again.”

**Claim**

**A.** Morgan creatively marketed his safety hood.

**B.** The public had little faith Morgan’s safety hood would work.

**C.** Morgan’s safety hood helped change the way fires are fought.



**3. A. Read the claim below. Then find a piece of text evidence that supports the claim.**

*Claim*

**Garrett Morgan loved learning.**

*Claim*

**Text Evidence:**

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

**4. Now it's your turn! Write a short paragraph that answers this question:**  
*What is a character trait that led Garrett Morgan to success?*

### Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As Olson explains, \_\_\_\_.*)
- Explain how the evidence supports your claim. (*This shows that \_\_\_\_.*)

### Your Paragraph

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

# FINDING TEXT EVIDENCE

**Directions:** Read “Into the Poison Cloud” and “6 Qualities of a Successful Inventor.” Then complete this activity to practice finding and using text evidence.

*Let's get started!*



1. Drag a ✓ onto the piece of text evidence that supports the claim below.

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**C.** Morgan’s safety hood helped change the way fires are fought.

**3. A. Read the claim below. Then find a piece of text evidence that supports the claim.**

*Claim*

**Garrett Morgan loved learning.**

*Claim*

**Text Evidence:**

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

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 text features in "Into the Poison Cloud."**

**1.** Study the opening illustration carefully. Based on its elements, what do you think you will learn about in this story? You can use this chart to help you.

***I see...***

***I think...***

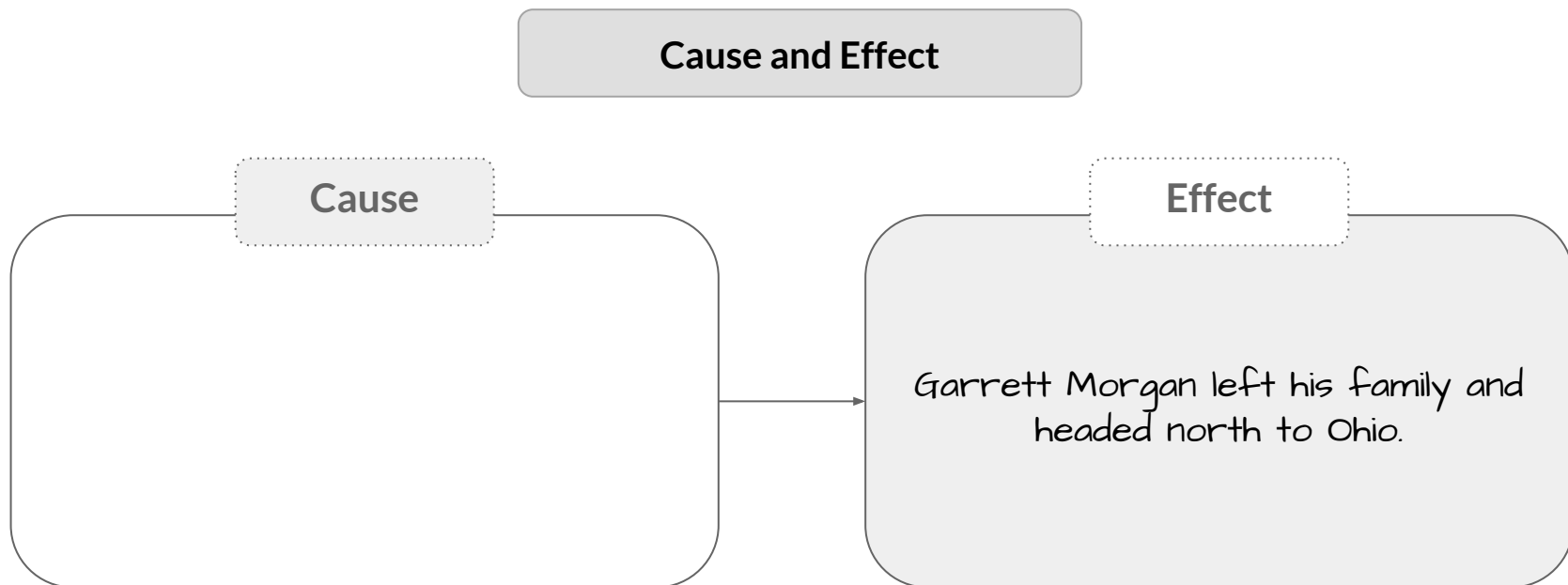
***I wonder...***

**2.** Read the three "What he did" text features. Does the information in these photos and captions support any of the predictions you made in Question 1? Do the photos and captions raise any further questions for you?

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

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

**Directions:** Read "Into the Poison Cloud." Then complete this activity to organize information in the article using text structures.





## Problem and Solution

Complete the first problem/solution pair below. Then write your own.

### Problem 1

In the early 1900s, fires spread easily in American cities. Firefighters had a hard time rescuing people from these fires because they didn't have the proper equipment to protect themselves.

### Solution 1

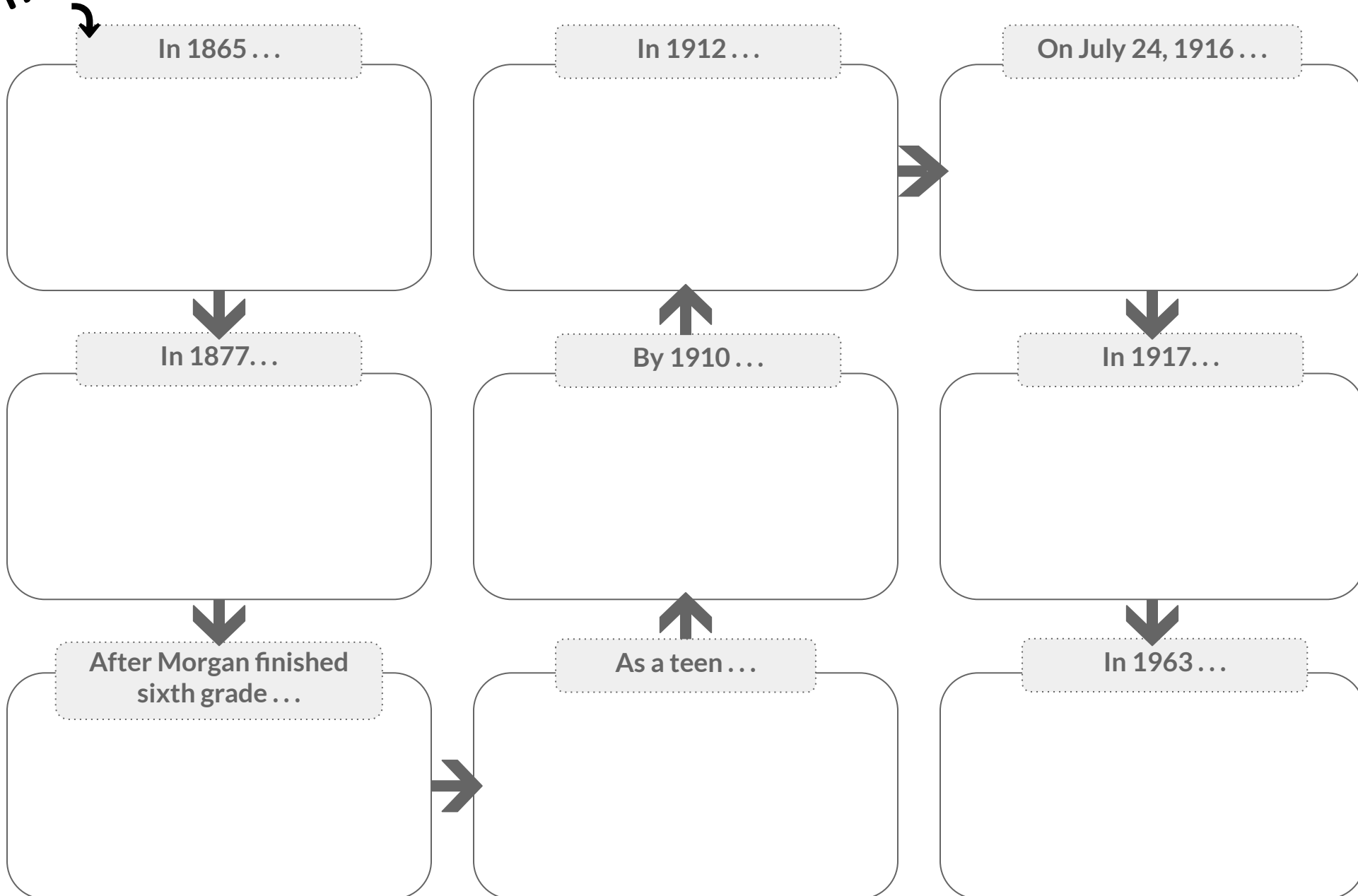
### Problem 2

### Solution 2

**START  
HERE!**

Sequence of  
Events

Follow the arrows to complete a timeline of events from the article.  
(We filled in labels with important dates to guide you.)



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

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

**Directions:** Read "Into the Poison Cloud." Then complete this activity to organize information in the article using text structures.

## Cause and Effect

### Cause

*Hint: Why did Morgan leave Kentucky?*

### Effect

Garrett Morgan left his family and headed north to Ohio.

## Problem and Solution

Complete the first problem/solution pair below. Then write your own.

### Problem 1

In the early 1900s, fires spread easily in American cities. Firefighters had a hard time rescuing people from these fires because they didn't have the proper equipment to protect themselves.

### Solution 1

*Hint: How did Morgan protect firefighters?*

### Problem 2

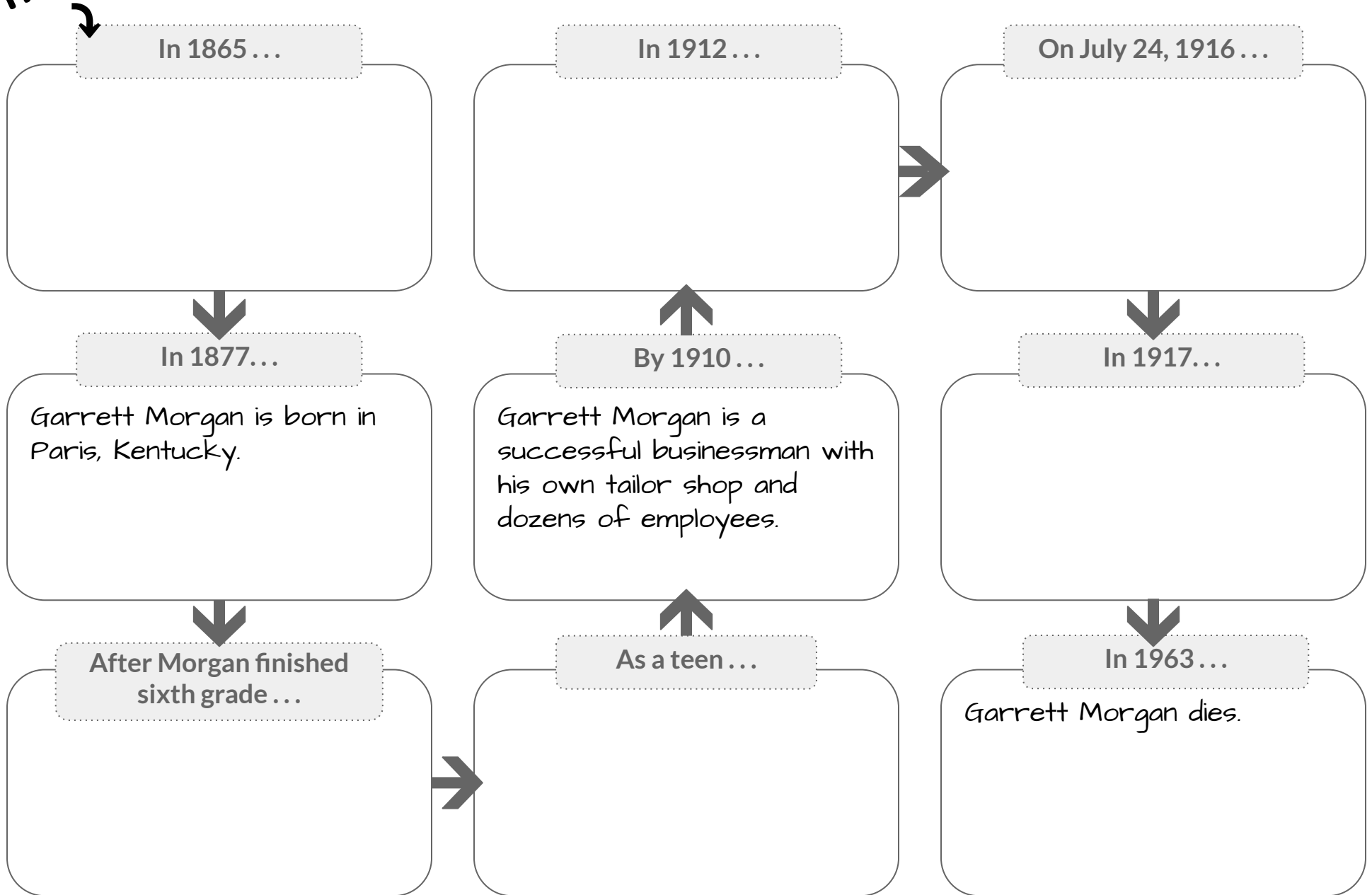
*Hint: What did Morgan witness in Cleveland?*

### Solution 2

**START  
HERE!**

**Sequence of  
Events**

**Follow the arrows to complete a timeline of events from the article.  
(We filled in labels with important dates to guide you.)**



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

# Video Discussion Questions

## 5 Inventions That Changed the World

---

1. How would your day-to-day life be different if the Internet didn't exist? How would you be different?
2. Consider paper, the printing press, and the internet. Describe the relationship between these three inventions.
3. What inventions do you think have had the most impact on human society? Explain. (You can choose inventions that were discussed in the video as well as inventions that were not.)
4. In your opinion, what invention(s) does the world desperately need today?
5. Is there anything you wish had never been invented?

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

## Paired Texts Quiz

**Directions:** Read “Into the Poison Cloud” and “6 Qualities of a Successful Inventor” from the February issue of *Scope*. Then answer the questions below.

---

1. **How does the section “Daring Rescue” contribute to the article?**
  - A. It reveals why Garrett Morgan invented his safety hood.
  - B. It explains how Morgan’s safety hood worked.
  - C. It provides further details about the event described in the introduction.
  - D. It explains why Morgan moved to Cleveland.
2. **Tod Olson writes that the world “desperately needed” a gas mask. How does he support this claim? Choose TWO.**
  - A. by explaining the lack of protective equipment firefighters had at the time
  - B. by describing the demonstrations Morgan held to sell his gas mask
  - C. by describing how easily fires started in buildings at the time
  - D. by explaining that Morgan grew up during a time of great change in America
3. **Into which section of the article would a statistic about the number of buildings that were destroyed by fire in the early 1900s best fit?**
  - A. “Daring Rescue”
  - B. “Leaving Home”
  - C. the introduction
  - D. “Deadly Fires”
4. **Olson writes that Morgan’s hood was “peculiar-looking.” Which word is a synonym for *peculiar*?**
  - A. bulky
  - B. odd
  - C. poisonous
  - D. violent
5. **Olson writes, “To market his breathing device, he would need to get creative.” Which phrase helps readers understand the meaning of the word *market*?**
  - A. “but convincing people to buy it”
  - B. “Morgan would put on the hood”
  - C. “the mask worked”
  - D. “a toxic brew”
6. **Morgan invented the first three-position traffic signal after witnessing a girl get injured during a car crash. Which quality from “6 Qualities of a Successful Inventor” was Morgan demonstrating when he did this?**
  - A. resilience
  - B. problem-solving
  - C. passion
  - D. courage

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

## Constructed-Response Questions

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

- Garrett Morgan's granddaughter says that he settled in Cleveland with nothing but "a dime in his pocket and determination." How does author Tod Olson develop the idea that Morgan had determination?
- Choose one of the qualities mentioned in "6 Qualities of a Successful Inventor." Explain how Morgan demonstrated this quality.



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

## Paired Texts Quiz

**Directions:** Read “Into the Poison Cloud” and “6 Qualities of a Successful Inventor” from the February issue of *Scope*. Then answer the questions below.

---

1. **The section “Daring Rescue”**
  - A. explains why Garrett Morgan invented his safety hood.
  - B. describes how Morgan’s safety hood worked.
  - C. provides more details about the event described in the introduction.
  - D. reveals why Morgan moved to Cleveland.
2. **Which ideas does the text feature “What he did: Protected Firefighters” support? Choose TWO.**
  - A. Fires started easily in crowded factories.
  - B. Morgan was curious and loved learning.
  - C. Better fire protection gear was needed in the 1900s.
  - D. Morgan grew up during a time of great change in America.
3. **Imagine that the author wants to add a fact about the number of buildings that were destroyed by fire in the early 1900s. Into which section would this fact best fit?**
  - A. “Daring Rescue”
  - B. “Leaving Home”
  - C. the introduction
  - D. “Deadly Fires”
4. **In the sentence “To market his breathing device, he would need to get creative,” *market* most closely means**
  - A. build.
  - B. sell.
  - C. reveal.
  - D. improve.
5. **Which phrase helps readers understand the meaning of *market* as it is used in the sentence in question 4?**
  - A. “but convincing people to buy it”
  - B. “Morgan would put on the hood”
  - C. “the mask worked”
  - D. “a toxic brew”
6. **After seeing a girl get injured in a car crash, Morgan invented the first three-position traffic signal. Which quality from “6 Qualities of a Successful Inventor” was Morgan demonstrating when he did this?**
  - A. resilience
  - B. problem-solving
  - C. passion
  - D. courage

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

## Constructed-Response Questions

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

7. Garrett Morgan's granddaughter says that he settled in Cleveland with nothing but "a dime in his pocket and determination." Find one example from the article that shows Morgan's determination and explain how it shows his determination.
8. Choose one of the qualities mentioned in "6 Qualities of a Successful Inventor." Explain how Morgan demonstrated this quality.

# Paired Texts Contest

Think about the qualities described in the informational text “6 Qualities of a Successful Inventor.” Which three do you think most contributed to Garrett Morgan’s success? Answer this question in a well-organized essay. Use text evidence. Three winners will each get *How We Got to Now* by Steven Johnson.

## 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 or legal guardian’s email: \_\_\_\_\_

Parent’s or legal guardian’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 March 20, 2023.**

*\*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 Bug That's Eating America"

1. **avid** (A-vuhd) *adjective*; Avid means "very eager or enthusiastic." Avid sports fans watch a lot of sports and care deeply about their teams' successes.
2. **entomology** (en-tuh-MAL-uh-jee) *noun*; Entomology is a branch of zoology that deals with insects. (Zoology is the scientific study of animals.)
3. **eradicate** (ih-RA-duh-keyt) *verb*; To eradicate something is to remove, eliminate, or destroy it completely. If a disease has been eradicated, it has been completely wiped out—no one has it and no one will get it. To eradicate the weeds in your garden, you pull them out by the roots so they will not grow back.
4. **excrete** (ik-SKREET) *verb*; To excrete is to get rid of waste materials from the cells or from the body. The bladder excretes urine, which contains waste products that the kidneys remove from the blood. The lungs excrete carbon dioxide as you breathe out. The skin excretes excess salt through sweating.
5. **invasive species** (in-VEY-siv SPEE-sheez) *noun*; An invasive species is an animal, plant, or other organism that is not native to an environment (see *native* on the next page) and whose introduction to that new environment causes harm. This harm might be to plants or animals, to human health, or to the economy.

Nutria are an example of an invasive species. These large rodents from South America are now in parts of the U.S., where they are destroying wetlands by eating huge amounts of wetland plants and damaging roads and bridges with their burrows.

6. **native** (NEY-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 place is originally from that place—it was not brought there from somewhere else. Raccoons are native to North America.

7. **theorize** (THEE-uh-rahyz or THEER-ahyz) *verb*; A theory is a belief or an explanation that has not been proved. To theorize is to form a theory.

If your dog is scared of cats, you might theorize that she was attacked by a cat before you adopted her. (Unfortunately, your dog cannot tell you if your theory is correct.)

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

# THE SHORT WRITE KIT

**Directions:** Read "The Bug That's Eating America." Then complete this activity to help you write a short response to the article.

## Step 1: WRITE YOUR CLAIM

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

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



### Prompt:

Why are lanternflies a problem in the U.S. but not in their native ecosystem?

*We started  
you off by  
echoing the  
question.*

*To answer the  
prompt,  
complete this  
sentence.*



### Your claim:

Lanternflies are a problem in the U.S. but not in their native ecosystem  
because in the U.S., lanternflies

\_\_\_\_\_.

## 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: Author Mary Kate Frank  
explains that \_\_\_\_\_.



Give your commentary for your first piece of text  
evidence.



Present your other piece(s) of text evidence.

Here's a way to do it: According to Frank, \_\_\_\_\_.



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 two sections in "The Bug That's Eating America"

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Sap Slurpers"		
"The Bug Slayers"		

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 two sections in "The Bug That's Eating America." We started the first section for you.

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Sap Slurpers"	The spotted lanternfly is a rapidly spreading and destructive invasive species in the U.S.	<ul style="list-style-type: none"> <li>- Lanternflies have no natural predators in the U.S., so their population grows and grows.</li> <li>- Lanternflies devour the plants other creatures need to survive.</li> <li>-</li> <li>-</li> </ul>
"The Bug Slayers"		

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: \_\_\_\_\_

## “The Bug That’s Eating America” Quiz

**Directions:** Read “The Bug That’s Eating America” from the February issue of *Scope*. Then answer the questions below.

---

1. **Where is the spotted lanternfly’s native ecosystem located?**
  - A. Pennsylvania
  - B. across the Northeastern U.S.
  - C. parts of Asia
  - D. Penn State University
2. **Author Mary Kate Frank writes that lanternfly numbers in the U.S. are “exploding.” She means that the number of lanternflies \_\_\_\_\_.**
  - A. remains steady
  - B. is rapidly increasing
  - C. is rapidly decreasing
  - D. differs from year to year
3. **What is the main reason lanternfly numbers are exploding in the U.S.?**
  - A. “When they eat, lanternflies pierce a hole in a plant and slurp out its sap.”
  - B. “In Princeton, New Jersey, Joseph Miller and Sreya Jonnalagadda developed a technique for using a drone to spot lanternfly eggs so they can be destroyed before they hatch.”
  - C. “Here in the U.S., however, spotted lanternflies are an invasive species with no natural predators.”
  - D. “The eighth-grader from Jersey City, New Jersey, speaks admiringly of the bug’s two sets of black-dotted, silky wings, one pair pale brown and the other splashed with vibrant crimson.”
4. **Frank writes that “many people, like Milan, have become avid lanternfly slayers.” Which is the definition of *avid*?**
  - A. easily alarmed; tending to be anxious
  - B. not interested or concerned about something or someone
  - C. having or showing an interest and enthusiasm for something
  - D. making sure of avoiding potential danger or harm; cautious
5. **Which line shows a consequence of lanternflies in the U.S.?**
  - A. “She theorized that the hairs acted as a warning system, helping the lanternfly detect threats.”
  - B. “In Pennsylvania alone, lanternflies cause about \$50 million in damage each year.”
  - C. “She even painted a watercolor of the lanternfly, which hangs in her family’s home.”
  - D. “Then they excrete a sugary substance called honeydew.”
6. **Frank writes, “Now many communities are waging war on these tiny invaders.” This figurative language \_\_\_\_\_.**
  - A. shows how much insects and humans depend on one another
  - B. compares lanternflies to humans
  - C. depicts lanternflies and humans as enemies
  - D. compares lanternflies to hitchhikers

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

## Constructed-Response Questions

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

7. Entomologist Kelli Hoover calls lanternflies “hitchhikers.” How are lanternflies like hitchhikers? Use text evidence to support your answer.
8. Why is it important to solve the problem of the lanternfly? Use text evidence to support your answer.

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

## “The Bug That’s Eating America” Quiz

**Directions:** Read “The Bug That’s Eating America” from the February issue of *Scope*. Then answer the questions below.

---

1. **Where is the spotted lanternfly’s native ecosystem located?**
  - A. Pennsylvania
  - B. across the Northeastern U.S.
  - C. parts of Asia
  - D. Penn State University
2. **Author Mary Kate Frank writes that lanternfly numbers in the U.S. are “exploding.” She means that the number of lanternflies \_\_\_\_\_.**
  - A. remains steady
  - B. is rapidly increasing
  - C. is rapidly decreasing
  - D. differs from year to year
3. **What is the main reason lanternfly numbers are exploding in the U.S.?**
  - A. Lanternflies have a 6-month life span.
  - B. Lanternflies lay eggs on hard surfaces.
  - C. Lanternflies have no natural predators in the U.S.
  - D. Lanternflies are brightly colored.
4. **Frank writes that “many people, like Milan, have become avid lanternfly slayers.” *Avid* most closely means \_\_\_\_\_.**
  - A. nervous
  - B. uninterested
  - C. enthusiastic
  - D. careful
5. **Which is a negative effect of having lanternflies in the U.S.?**
  - A. Lanternflies can detect threats.
  - B. Lanternflies cause millions of dollars in damage each year.
  - C. Milan studies lanternflies.
  - D. Lanternflies arrived on a ship from China.
6. **Frank writes, “Now many communities are waging war on these tiny invaders.” This line portrays lanternflies and humans as \_\_\_\_\_.**
  - A. friends
  - B. strangers
  - C. enemies
  - D. competitors



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

## Constructed-Response Questions

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

---

7. Entomologist Kelli Hoover calls lanternflies “hitchhikers.” (A hitchhiker is someone who travels by getting free rides in someone else’s vehicle.) How are lanternflies like hitchhikers? Use text evidence to support your answer.

8. Why is it important to solve the problem of the lanternfly? Use text evidence to support your answer.

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

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

# Vocabulary

## "Sometimes a Dream Needs a Push"

1. **congestion** (kuhn-JES-chuhn) *noun*; The adjective *congested* (kuhn-JES-tid) means "blocked or too crowded, causing difficulties." If your nose is congested, it is full of mucus that makes it difficult to breathe. If roads are congested, there is a lot of traffic that slows everyone down.

Congestion is the state of being congested. Taking a hot shower might ease nasal congestion. A city might widen its roads to relieve traffic congestion.

2. **dejected** (dih-JEK-tid) *adjective*; To be dejected is to be sad and depressed, as in "Sam was dejected after losing the championship game."

3. **equipped** (ih-KWIPT) *adjective*; *Equipped* means "provided with what is necessary or appropriate." Restaurants have fully equipped kitchens with plenty of pots, pans, and utensils.

*Equipped* can also mean "to be prepared for a particular situation or task," as in "It was a big race, but Tia was equipped to handle the pressure."

4. **executive** (ig-ZEH-kyuh-tiv) *noun*; As it is used in the story, *executive* means "a person who manages or directs in a company." An executive is in a high position; they have more authority and responsibility than other employees and make big decisions. They often oversee teams of workers.

5. **fundamentals** (fuhn-duh-MEN-tlɪz) *noun*; The fundamentals of something are its simplest and most important parts; its foundation. For example, swimming lessons begin with the fundamentals of swimming: floating on your back, controlling your breathing, and kicking.

6. **stabilize** (STAY-buh-lahyz) *verb*; *Stabilize* can mean "to stop something from quickly changing or getting worse." Emergency responders work to stabilize sick and injured people until they can get to the hospital.

*Stabilize* can also mean "to make something more secure or less shaky." If your desk is wobbly, you might tighten the bolts and screws to stabilize it. Poles help stabilize skiers as they speed downhill.

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

## Vocabulary Practice

### "Sometimes a Dream Needs a Push"

---

**Directions:** Choose the word or phrase that is MOST similar in meaning to the bolded word.

- |                                                          |                                                |
|----------------------------------------------------------|------------------------------------------------|
| 1. <b>equipped</b><br>a. supplied<br>b. lacking          | 3. <b>congestion</b><br>a. blockage<br>b. flow |
| 2. <b>stabilize</b><br>a. to weaken<br>b. to make steady | 4. <b>dejected</b><br>a. cheerful<br>b. gloomy |
- 

**Directions:** Choose the best answer to each question below.

5. **Which item stabilizes a bicycle?**  
a. a bell  
b. training wheels
6. **When do students work on the fundamentals of reading?**  
a. kindergarten  
b. college
7. **Complete the analogy: *Executive is to worker as movie director is to* \_\_\_\_\_.**  
a. moviegoer  
b. actor
8. **Which might make you feel dejected?**  
a. receiving an amazing birthday present  
b. having no one remember your birthday

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

# Close-Reading Questions

## "Sometimes a Dream Needs a Push"

---

1. How does Dad handle Chris's injury compared with how Chris and Mom handle it? (character)
2. What does Mom mean when she says Dad chews up his words to see how they taste? (figurative language)
3. Why are Mom and Chris surprised by what Dad said? (inference)



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

# Critical-Thinking Questions

## "Sometimes a Dream Needs a Push"

---

1. Consider the last paragraph of the story. Do you think Chris really believes that Dad said there was no way he could play as well as Chris in a chair? Why or why not? If not, why might Chris say this?

2. How did you feel about Dad while you were reading this story? Was there anything you wished you could tell him? Explain.

3. What message do you think this story has about success? Do you agree with it?

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

# Chris's Dad

**Directions:** Read “Sometimes a Dream Needs a Push.” Then use this planner to help you respond to the prompt that appears at the end of the story.

**Answer these questions to help you brainstorm:**

*Remember,  
you are  
Chris!*

1. What's your dad's name?
2. What are your dad's interests? What makes him unique?
3. What do you and your dad have in common?

6. Is there anything else you want to add? Write it here.



# CHOICE BOARD

## "SOMETIMES A DREAM NEEDS A PUSH"

Imagine that you are Chris. For a school assignment, you've been asked to write a one-page essay about your dad. Write the essay.

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

Analyze the story's title and opening illustration. What do you think the title means? What is the mood of the illustration, and how does it relate to the story?

Choose three words to describe Dad. Explain why you chose those words.

Think of another character you've encountered in a novel, TV show, or film that reminds you of Chris. How are they alike?

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

## “Sometimes a Dream Needs a Push” Quiz

**Directions:** Read “Sometimes a Dream Needs a Push” from the February issue of *Scope*. Then answer the questions below.

---

1. **Why did Chris’s dad stop playing professional basketball?**
  - A. He was offered a job at a tech company.
  - B. Chris was born.
  - C. He moved to Europe.
  - D. He injured his knee.
2. **How is Dad affected by the accident that causes Chris to lose his ability to walk?**
  - A. Dad feels angry and argues with Chris and Mom all the time.
  - B. Dad blames himself for what happened, and grows quiet and detached.
  - C. Dad becomes fearful of driving a car.
  - D. Dad is hopeful and confident about Chris’s future.
3. **How do Dad and Chris feel about wheelchair basketball at the beginning of the story?**
  - A. Both Dad and Chris are uninterested in the sport of wheelchair basketball.
  - B. Dad wants Chris to play wheelchair basketball, while Chris is unsure about it.
  - C. Dad and Chris are both excited about wheelchair basketball.
  - D. Dad is unsure about wheelchair basketball, while Chris is excited to play.
4. **When Mom asks Chris why Dad might have called Mr. Evans, Chris’s “heart sank.” In other words, Chris feels**
  - A. inspired.
  - B. worried.
  - C. surprised.
  - D. angry.
5. **Why is the moment in which Dad uses a wheelchair important?**
  - A. It helps Dad understand why Madison aims for the rim instead of the backboard.
  - B. It reminds Dad how good he is at basketball.
  - C. It makes Dad realize he doesn’t want to help coach Chris’s basketball team.
  - D. It helps Dad better understand Chris’s experience in a wheelchair.
6. **What are TWO themes of the story?**
  - A. Winning is the most important thing in life.
  - B. Working through difficulties together can make relationships stronger.
  - C. When obstacles arise in life, it doesn’t mean we have to give up our dreams.
  - D. Money causes more problems than it solves.



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

## **“Sometimes a Dream Needs a Push” Quiz**

**Directions:** Read “Sometimes a Dream Needs a Push” from the February issue of *Scope*. Then answer the questions below.

---

- 1. Why did Chris’s dad stop playing professional basketball?**
  - A. He was offered a job at a tech company.
  - B. Chris was born.
  - C. He moved to Europe.
  - D. He injured his knee.
- 2. After Chris’s accident, Dad**
  - A. feels angry.
  - B. blames himself.
  - C. is fearful.
  - D. is hopeful.
- 3. How does Dad seem to feel about wheelchair basketball at the Rosedale Madison game?**
  - A. confused
  - B. excited
  - C. nervous
  - D. uninterested
- 4. When Mom asks Chris why Dad might have called Mr. Evans, Chris’s “heart sinks.” In other words, Chris feels**
  - A. happy.
  - B. worried.
  - C. surprised.
  - D. angry.
- 5. After Dad shoots from a wheelchair, he understands \_\_\_\_\_ better.**
  - A. Madison
  - B. Mr. Evans
  - C. basketball
  - D. Chris
- 6. What are TWO themes of the story?**
  - A. Winning is the most important thing in life.
  - B. Working through difficulties together can make relationships stronger.
  - C. When obstacles arise in life, it doesn’t mean we have to give up our dreams.
  - D. Money causes more problems than it solves.

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

## Constructed-Response Questions

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

7. How does Dad's attitude change over the course of the story? Use text evidence to support your answer.
8. What kind of attitude does Chris have throughout the story? Use text evidence to support your answer.

# Basketball Contest

Imagine that you are Chris. For a school assignment, you've been asked to write a one-page essay about your dad. Write the essay.

Three winners will get *Air* by Monica Roe.

## Entries will be judged on:

- ✓ creativity
- ✓ clarity
- ✓ use of key ideas and details from the story
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian'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 March 20, 2023.**

*\*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

## *Once Upon an Ice Moon*

1. **comply** (kuhm-PLAHY) *verb*; *Comply* means to act in agreement with another's wishes, requests, or demands, as in "Rachel complied with the sign asking that everyone take off their shoes before entering the temple." If a restaurant doesn't comply with the health department's rules, the restaurant could get shut down.
  
2. **consolation** (kahn-suh-LEY-shuhn) *noun*; *Console* (kuhn-SOHL) is a verb that means to comfort someone who is suffering or in distress.  
  
A consolation is a comfort received after a loss or a disappointment. Knowing that her hair grows fast might be a consolation to Caitlin after getting a terrible haircut. Seeing a movie might be a consolation to Allie after the baseball game she was supposed to attend got rained out.  
  
A consolation prize is a small prize given to someone who has taken part in a competition but has not won.
  
3. **disintegrate** (dis-IN-tuh-greyt) *verb*; *Disintegrate* means "to fall apart, breaking into small pieces or particles." If you leave a cookie in milk too long, it will start to disintegrate into crumbs. A piece of paper left out in the rain will also disintegrate.
  
4. **forlornly** (fawr-LAWRN-ly) *adverb*; The adjective *forlorn* (fawr-LAWRN) means "sad and lonely, often because of being left out or alone." If all your friends go away to summer camp and you stay home, you might feel forlorn.  
  
*Forlornly* is an adverb that means "in a forlorn way or manner." A dog might stare forlornly through the fence as his owners drive away.

5. **light-year** (LAHYT-yeer) *noun*; A light-year is a unit used in astronomy to measure distance in space. (Astronomy is the study of the universe beyond Earth's atmosphere.) One light-year is equivalent to the distance light travels in one year—nearly 6 trillion miles.

*Light-years* can be used figuratively to mean “a long distance or great amount,” as in “Smartphone technology is light-years ahead of the technology used in early cell phones.”

6. **malfunction** (mal-FUHNGK-shuhn) *verb or noun*; The verb *function* means “to operate or work.” The prefix *mal-* means *bad*. If something is malfunctioning, it is functioning badly or imperfectly, like a washing machine that overflows.

As a noun, *malfunction* means “a failure to function in the correct manner; an instance of malfunctioning,” as in “The software malfunction caused my computer to crash.”

7. **melancholy** (MEH-luhn-kah-lee) *noun or adjective*; Melancholy is a feeling of sadness or gloominess. Dark winter days put some people in a state of melancholy.

As an adjective, *melancholy* means “sad” or “causing feelings of sadness,” as in “The melancholy song brought tears to my eyes.”

8. **translucent** (trans-LOO-suhnt) *adjective*; *Translucent* describes something that allows light to pass through it but is not completely clear.



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

## Vocabulary Practice

### *Once Upon an Ice Moon*

**Directions:** Choose the best answer to each question.

1. Which of the following could **malfunction**?
  - a. piece of cake
  - b. a new puppy
  - c. a printer
  - d. a painting
  
2. Which of the following could be described as **translucent**?
  - a. a full moon
  - b. a single piece of tissue paper
  - c. a fresh pretzel
  - d. a velvet couch
  
3. If something is **light-years** away, it is \_\_\_\_\_.
  - a. far, far away
  - b. going to happen at any moment
  - c. nearby
  - d. across the street
  
4. Sara asked Ian to turn down his music. Ian **complied**. This means Ian \_\_\_\_\_.
  - a. ignored Sara's request
  - b. became angry
  - c. turned up his music
  - d. turned down his music

**Directions:** Complete each unfinished sentence in a way that makes the meaning of the boldfaced word clear.

5. The dried flowers **disintegrated** when I touched them. They \_\_\_\_\_
  
6. Drew was feeling **melancholy** because \_\_\_\_\_
  
7. My sister looked **forlornly** at me after \_\_\_\_\_
  
8. When I had to switch schools, my only **consolation** was that \_\_\_\_\_

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

# Close-Reading Questions

## *Once Upon an Ice Moon*

---

1. When do the events of Scene 1 take place in the chronological order of the story? Why do you think the playwright chose to structure the play this way? (author's craft, text structure)

2. How do Dr. Burke, Arden, and Bree treat Asche throughout the play? What is their motivation for treating her this way? (character)

3. What does Scene 3 reveal about Asche as a person? (character)

4. In traditional Cinderella stories, it's common for the heroine to have a close bond with nature. How else is this idea developed in the play? (character)

5. In traditional Cinderella stories, the heroine often receives help from others. Who are the helpers in the play? How do they help Asche? (key ideas and details)

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

# Critical-Thinking Questions

## *Once Upon an Ice Moon*

---

1. What big ideas does the play suggest about good and evil?
2. What does the play suggest about forgiveness? Why do you think Asche forgives Arden and Bree?
3. How is this Cinderella story similar to versions you've heard before? What makes it different?
4. What do you like/dislike about Cinderella stories? Why do you think these stories remain popular today?

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

# Space Cinderella

**Directions:** Read *Once Upon an Ice Moon*. Then use this planner to help you respond to the prompt that appears at the end of the play.

**Which of these elements does Spencer Kayden include in *Once Upon an Ice Moon*?**

Leave the box blank if the element is not included.

element of a Cinderella story	how this element is included in the play
a helpful grandmother figure	
a deceased mother and a deceased or absent father	
a special event to attend	
a heroine known for her kindness	
a heroine with a special connection to animals and nature	

Leave the box blank if the element is not included.

element of a Cinderella story	how this element is included in the play
patterns of three	
magic	
a lost item as proof of identity	
a cruel stepmother or stepsisters	
“rags to riches” (from servant to royalty)	

# CHOICE BOARD

## *ONCE UPON AN ICE MOON*

There are hundreds of variations of the fairy tale Cinderella, and they share common elements. Listen to a podcast about Cinderella stories at Scope Online. Then explain which elements author Spencer Kayden included in *Once Upon an Ice Moon*. Present your ideas in a slideshow or an essay.

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

Write your own Cinderella story, using at least three common elements of the traditional fairy tale.

-OR-

Choose another fairy tale and rewrite it as a work of science fiction.

Retell *Once Upon an Ice Moon* in the form of a graphic novel. Don't forget speech and thought bubbles, motion lines, sound effects, and narration.

What happens next?

Write the scene in which the Commission comes to Gelida to learn about the *Searcher's* discovery.

-OR-

Write a short story in which Asche's parents return from the Frontier.

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

# MAKING INFERENCES

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

**Directions:** Read *Once Upon an Ice Moon*. Then read each set of clues in the left-hand column and make an inference in the right-hand column.

Clues	Inference
<p><b>1. Consider Dr. Burke's response to Asche's request to go to the ice shelf in Scene 5:</b></p> <p><b>Asche:</b> What if I finish all my duties? Can I go then?  <b>Burke:</b> You must wipe down all 400 solar panels, scrub the floors on all 12 decks, remove the space lice infesting the bathrooms on Deck 7, and bring manure to the greenhouse.  <b>Asche:</b> I already brought the manure.  <b>Burke:</b> Then do it again.  <b>Asche:</b> OK... but if I finish...?  <b>Burke:</b> If you finish all of that, then I suppose you can go.  <b>Asche:</b> Oh, thank you, Dr. Burke! Thank you!</p>	<p><b>How does Dr. Burke feel about Asche going to the ice shelf?</b></p>
<p><b>2. Read these lines from Scene 7:</b></p> <p><b>SD3:</b> Asche walks in carrying a bag and smiling. She hangs it up on a row of lockers.  <b>SD1:</b> She doesn't notice Arden and Bree snickering.  <b>SD2:</b> She unzips the bag and pulls out her diving suit.  <b>Asche:</b> No, no, no!  <b>SD3:</b> The suit has been ripped to shreds.</p>	<p><b>What happened to Asche's suit? How do you know?</b></p>



Clues	Inference
<p><b>3. Consider these lines from Scene 9:</b></p> <p><b>Bree</b> (to Arden): Who is that with Luis?</p> <p><b>Arden:</b> I've never seen a suit like that before. It's incredible.</p> <p><b>Burke</b> (to herself, angrily): I have.</p>	<div data-bbox="828 415 1523 516" style="border: 1px solid black; padding: 5px;"> <p><b>What does Dr. Burke know that Bree and Arden do not? Why is Dr. Burke angry?</b></p> </div>
<p><b>4. Consider Asche's interaction with the creature in Scene 9:</b></p> <p><b>Asche</b> (softly): Hello there.</p> <p><b>SD1:</b> The creature makes a low grunting sound.</p> <p><b>Asche:</b> We mean you no harm. Dr. Thorpe, put the knife away. Dr. Burke, stop struggling.</p> <p><b>SFX:</b> Beep.</p> <p><b>SD2:</b> Reluctantly, they comply. The creature releases Dr. Burke.</p> <p><b>SD3:</b> Asche slowly lifts her hand and gently touches the creature's face.</p> <p><b>Asche:</b> Aren't you extraordinary.</p> <p><b>Arden:</b> I know that voice. It's...</p> <p><b>Bree</b> (amazed): Asche.</p> <p><b>SD1:</b> With a grunt, the creature lets Asche go.</p>	<div data-bbox="828 1173 1523 1274" style="border: 1px solid black; padding: 5px;"> <p><b>What does this interaction tell you about Asche?</b></p> </div>

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

# GENRE EXPLORATIONS

A **genre** is a category of literature or art. Mystery, science fiction, historical fiction, and biography are all genres of literature.

*Once Upon an Ice Moon* incorporates elements of three genres: drama, science fiction, and fairy tale—specifically, Cinderella stories. This activity will focus on what makes it a science fiction story and a Cinderella story.

**Directions:** This graphic organizer lists some common characteristics of science fiction. *Once Upon an Ice Moon* does not have all of these characteristics, but it has many of them. We’ve explained how the play shows one of these characteristics. Fill in any others that apply. If an element is not present in the play, leave the box blank.

Sci-fi characteristic	How <i>Once Upon an Ice Moon</i> shows this characteristic
takes place in the future	
involves space and/or time travel	
portrays other worlds, universes, or dimensions	
grounded in science	
takes place in the aftermath of a disaster or at the end of a civilization	
expresses concerns about present-day issues	
has futuristic technology	
has extraterrestrial life forms	The crew of the <i>Searcher</i> discovers a tentacled creature and markings made by intelligent life in a cave in Gelida’s ocean.

**Directions:** This graphic organizer lists some common characteristics of Cinderella stories. *Once Upon an Ice Moon* does not have all of these characteristics, but it has many of them. We've explained how the play shows one of these characteristics. Fill in any others that apply. If an element is not present in the play, leave the box blank.

Cinderella story characteristic	How <i>Once Upon an Ice Moon</i> shows this characteristic
a helpful grandmother figure	
a deceased mother and a deceased or absent father	
a special event to attend	
a heroine known for her kindness	
a heroine with a special connection to animals and nature	Asche is a talented and caring gardener. She understands and communicates with the creature at the ice shelf.
patterns of three	
magic	
a lost item as proof of identity	
a cruel stepmother or stepsisters	
"rags to riches" (from servant to royalty)	

**Directions:** Answer the questions below.

1. What other stories, books, plays, or movies have you read or seen that belong to the sci-fi genre?
2. Science fiction often imagines future technology that is rooted in current scientific understanding. Evaluate the technology in the play. What does it remind you of? Do you think such technology could one day exist? Explain.
3. How is this Cinderella story similar to versions you've heard before? What makes it unique?
4. Cinderella is perhaps the best-known fairy tale. Its origins date back to a Chinese story from the 9th century called "Yeh-Shen." Almost every culture has a version, from Africa to Ireland to the Middle East to Native American nations. There are more than 500 versions of Cinderella in Europe alone. What do you think makes this story universal and timeless?

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

## Once Upon an Ice Moon Quiz

Directions: Read *Once Upon an Ice Moon* from the February issue of *Scope*. Then answer the questions below.

---

1. In Scene 1, SD3 says that Asche's "breath is labored as she pushes herself faster." This means that Asche is \_\_\_\_\_.
  - A. concentrating very hard
  - B. breathing with difficulty
  - C. not trying hard enough
  - D. breathing easily
2. What is the main purpose of Scene 3?
  - A. to describe what Gelida looks like
  - B. to explain why Dr. Burke won't let Asche join Dr. Thorp's class
  - C. to show that Asche is a knowledgeable gardener and has a special connection with living things
  - D. to show how kind Dr. Thorp is
3. Which lines support your answer to question 2? Choose TWO.
  - A. **Asche:** Salty! There must be a malfunction in the soil processor.
  - B. **Thorp:** I really am sorry.
  - C. **Asche:** This should help, little ones.
  - D. **SD1:** Asche sighs, then turns back to the garden.
4. Which is a theme explored in the play?
  - A. Good wins the day.
  - B. Love conquers all.
  - C. Don't judge a book by its cover.
  - D. Sometimes achievement takes sacrifice.
5. In Scene 7, SD1 says that Asche "doesn't notice Arden and Bree snickering." At the end of the scene, you can infer that Arden and Bree were snickering because \_\_\_\_\_.
  - A. they think Asche's suit looks silly
  - B. Luis has just said something funny
  - C. they destroyed Asche's suit
  - D. they are hungry
6. Which of the following characteristics often found in science fiction are also found in *Once Upon an Ice Moon*? Choose TWO.
  - A. It takes place in the future.
  - B. It is based on true events.
  - C. It involves space travel.
  - D. It includes a cruel stepmother or stepsisters.

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

## Constructed-Response Questions

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

7. Why does Dr. Burke assign her daughters' duties to Asche? Use text evidence to support your answer.
8. At the end of Scene 9, SD2 says, "Just as Asche falls unconscious, three divers take hold of her and begin dragging her toward the ship." Who were the three divers? Why did they help her? Use text evidence to support your answer.

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

## Once Upon an Ice Moon Quiz

**Directions:** Read *Once Upon an Ice Moon* from the February issue of *Scope*. Then answer the questions below.

1. In Scene 1, SD1 says, “Asche is swimming frantically through the water.” To do something frantically means to do it in a \_\_\_\_\_ way.
  - A. slow and calm
  - B. fast and panicked
  - C. graceful
  - D. joyful
2. What is the main purpose of Scene 3?
  - A. to describe what Gelida looks like
  - B. to explain why Dr. Burke won’t let Asche join Dr. Thorp’s class
  - C. to show that Asche is a knowledgeable gardener and has a special connection with living things
  - D. to show how kind Dr. Thorp is
3. Which lines support your answer to question 2? Choose TWO.
  - A. **Asche:** Salty! There must be a malfunction in the soil processor.
  - B. **Thorp:** I really am sorry.
  - C. **Asche:** This should help, little ones.
  - D. **SD1:** Asche sighs, then turns back to the garden.
4. Which message does the play contain?
  - A. Good wins the day.
  - B. Humans should not explore space.
  - C. People never change.
  - D. Be careful what you wish for.
5. In Scene 7, SD 1 says that Asche “doesn’t notice Arden and Bree snickering.” At the end of the scene, you can infer that Arden and Bree were snickering because \_\_\_\_\_.
  - A. they think Asche’s suit looks silly
  - B. Luis has just said something funny
  - C. they destroyed Asche’s suit
  - D. they are hungry
6. *Once Upon an Ice Moon* contains elements of which genres? Choose TWO.
  - A. science fiction
  - B. historical fiction
  - C. fairy tale
  - D. Greek mythology

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

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# Once Upon an Ice Moon Contest

There are hundreds of variations of the fairy tale Cinderella, and they share common elements. Listen to a podcast about Cinderella stories at Scope Online. Then explain which elements author Spencer Kayden included in *Once Upon an Ice Moon*. Present your ideas in a slideshow or an essay. Three winners will each get *Moongarden* by Michelle A. Barry.

## Entries will be judged on:

- ✓ a clearly stated central idea
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

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Please submit .docs or PDFs. Google docs cannot be accepted.*

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

# Analyzing and Writing Poetry: "Mistake" by Linda Mitchell

**Directions:** Read "Mistake" a few times. Then use this activity to help you analyze "Mistake" and write your own diamante poem. *Note:* There's a glossary for the poem at the end of this activity.

## DIAMANTE POEMS

Go to Scope  
Online to listen to  
the poem being  
read  
aloud.

"Mistake" is a type of poem called a diamante. A diamante is a seven-line poem that forms the shape of a diamond and does not rhyme—but there's a bit more to it than that! Here's the deal . . .

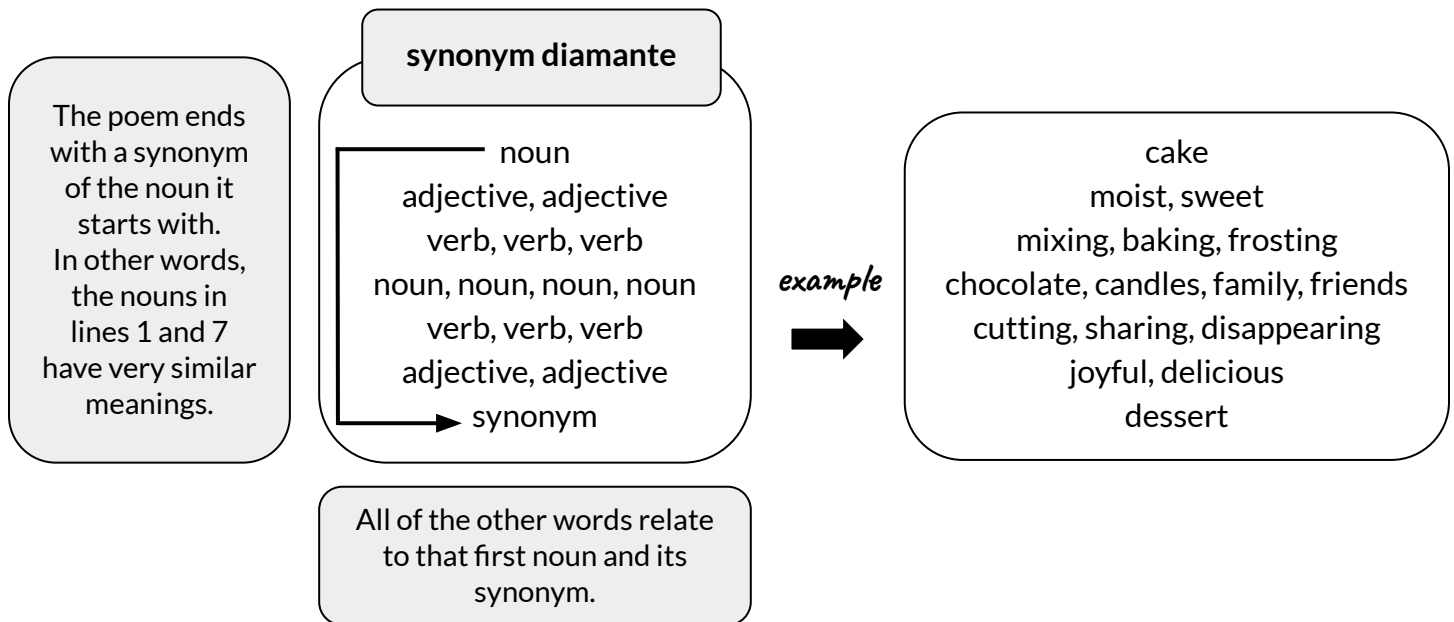
Diamante is  
Italian for  
"diamond."

Each line must have a certain number of words—and each word must be a particular part of speech. This diagram shows you how many words, and what kind of words, go in each line.

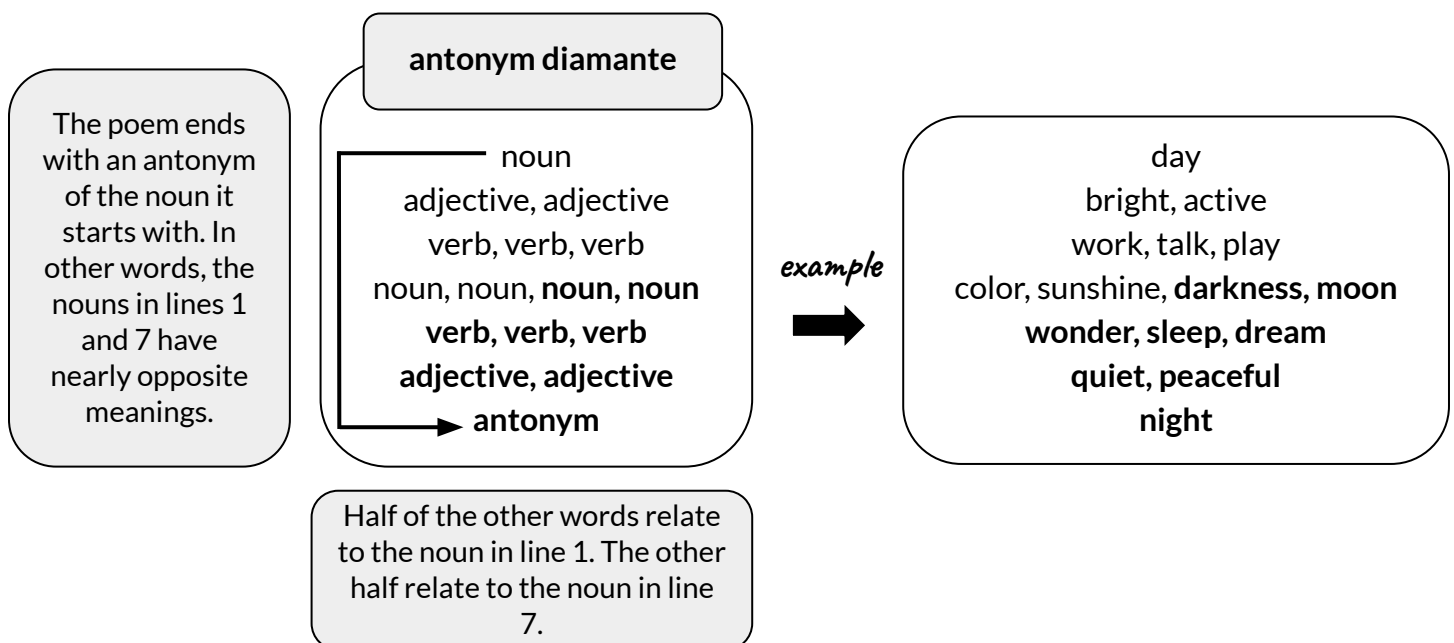
### diamante form

noun  
adjective, adjective  
verb, verb, verb  
noun, noun, noun, noun  
verb, verb, verb  
adjective, adjective  
noun

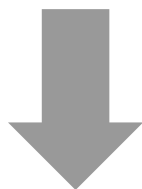
There are two types of diamante poems: synonym diamantes and antonym diamantes. Let's start with a look at synonym diamantes.



Now let's look at antonym diamantes.



## ANALYZE "MISTAKE"



To begin, make sure you understand how "Mistake" fits the form of a diamante poem.

### Mistake *a diamante*

Mistake.....  
colossal, grievous.....  
blunder, trip, tumble.....  
assumption, error, chance, risk.....  
venture, strive, try.....  
rare, golden.....  
opportunity.....

By Linda Mitchell

### diamante form

..... noun  
..... adjective, adjective  
..... verb, verb, verb  
..... noun, noun, noun, noun  
..... verb, verb, verb  
..... adjective, adjective  
..... noun

1. Here are the words in the first half of the poem: **mistake, colossal, grievous, blunder, trip, tumble, assumption, error.**

In general, do you think these words have a positive or negative connotation? (Check one.)

☐

positive connotation

☐

negative connotation

2. Here are the words in the second half of the poem: **chance, risk, venture, strive, try, rare, golden, opportunity.**

In general, do you think these words have a positive or negative connotation? (Check one.)

☐

positive connotation

☐

negative connotation

A positive connotation is a good feeling connected to a word. A negative connotation is a bad feeling connected to a word.

3. What relationship between a mistake and an opportunity does the poem suggest? Explain how the poem expresses this idea.

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4. Give an example of when a mistake and an opportunity can have the kind of relationship suggested by the poem. The example can be from real life or your imagination.

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5. How does the illustration that appears in *Scope* with "Mistake" connect to the idea of the poem?

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6. Which type of diamante do you think "Mistake" is? (Check one.)

☐

synonym diamante

☐

antonym diamante

Explain your answer.

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## WRITE YOUR OWN DIAMANTE POEM

### Step 1

**Choose your topic or topics.**

Which type of diamante are you going to write?  
(Check one.)

☐

synonym

☐

antonym

### A. First Word

Here are some ideas for the first word of your poem:  
**doubt, blame, grudge, uncertainty**

Choose one of the nouns above—or pick your own noun—for the first word of your poem. Write your choice below.

### B. Last Word

Now choose the noun that will be the last word of your poem. Remember: It can be either a synonym or an antonym of your first word. Write your choice below.

**Synonym  
Diamante**

Complete this section if you are writing a synonym diamante.  
If you are writing an antonym diamante, see below.

**Step 2**

**Brainstorm.**

For each category, brainstorm words related to the words you chose for lines 1 and 7. It's fine to write more than you'll need—you can choose the ones you like best a little later.

**adjectives**


**verbs**


**nouns**


**Antonym  
Diamante**

Complete this section if you are writing an antonym diamante.  
If you are writing a synonym diamante, skip to the next page.

**Step 2**

**Brainstorm.**

For each category, brainstorm words related to the words you chose for lines 1 and 7. It's fine to write more than you'll need—you can choose the ones you like best a little later.

**adjectives**

line 1 word	line 7 word

**verbs**

line 1 word	line 7 word

**nouns**

line 1 word	line 7 word

### Step 3

#### Write your first draft.

Using the first and last words that you chose plus your favorites from the lists you brainstormed, fill in the blanks to create your diamante poem.

noun

adjective, adjective

verb, verb, verb

noun, noun, noun, noun

verb, verb, verb

adjective, adjective

noun

Remember:  
In an antonym  
diamante, the words  
from here on connect  
to the last word of  
the poem.

### Step 4

#### Revise.

Once 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 or small, until you're satisfied with your poem.



## GLOSSARY: "MISTAKE"

### **assumption**

[uh-SUHMP-shun] *noun*;  
the belief that something is  
true without proof that it is  
true; something you assume

### **blunder**

[BLUHN-der] *verb or noun*;  
to make a mistake through  
carelessness or ignorance  
(A blunder is a careless  
mistake.)

### **colossal**

[kuh-LAH-suhl] *adjective*;  
gigantic; so great in size or  
power that it amazes you

### **grievous**

[GREE-vuhs] *adjective*;  
serious or severe; causing  
pain, suffering, or sorrow

### **venture**

[VENT-chuhr] *verb*;  
to dare to do something or  
go somewhere that may be  
dangerous or unpleasant

# Diamante Poem Contest

Go to Scope Online to learn more about the structure of a diamante poem. Then choose one of the following words: *doubt*, *blame*, *grudge*, *uncertainty*. (Or pick your own word.) Use that word to write a diamante poem, using “Mistake” as a model.

Three winners will each get a \$20 gift card to the Scholastic Store.

## Entries will be judged on:

- ✓ creativity
- ✓ use of diamante structure

Student's name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent's or legal guardian's email: \_\_\_\_\_

Parent's or legal guardian's phone number: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Teacher's email: \_\_\_\_\_

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

# ROOT POWER

## PART 1: MEANING

In this issue's "Root Power," you learned the Latin root *ped* and the Greek root *pod*, both of which mean *foot*. Did you figure out the meanings of the words with these roots? Look at the cartoon again. Then write the meanings of the words below, using a dictionary if you need to.

Draw a picture that  
helps you remember the  
meaning of *ped/pod*.



**ped/pod**

WORD	MEANING
expedition	
bipedal	
pedaled	
impediment	
tripod	
centipede	

**PART 2:  
PRACTICE**

Practice using the words you learned. Below are six imaginary advertisements. Complete each ad using a form of one of the words from the box.

**expedition**

**centipede**

**pedal**

**bipedal**

**impediment**

**tripod**

1. On sale this week only: squeaky \_\_\_\_\_! These giant, colorful, stuffed insects will delight your favorite dog. Each of their many legs has a squeaker inside!
2. This Friday in theaters near you: A spaceship sets off on a six-year \_\_\_\_\_ to study the strange radio signals reaching Earth from the depths of space in *The Call*.
3. Parents, this bike is guaranteed to save you money! Lower the seat now so your kiddos' feet can reach the \_\_\_\_\_, and raise it back up as they grow!
4. Looking to capture the perfect sunset shot? Steady your camera on this lightweight \_\_\_\_\_ and click away!
5. Well, folks, after a year of unexpected \_\_\_\_\_ prevented us from opening, Papa Tony's will finally be open for business tonight. Buy-one-get-one pizzas all weekend!
6. Did you know humans once walked on all fours? On tonight's episode of *Humankind Explained*, a scientist explains how our ancestors became \_\_\_\_\_ millions of years ago.

**PART 3:  
ROOT CHALLENGE**

Follow the directions below to create a "Root Power" panel of your own.

1. Think of another word that contains the root *ped* or *pod*. Write it here: \_\_\_\_\_

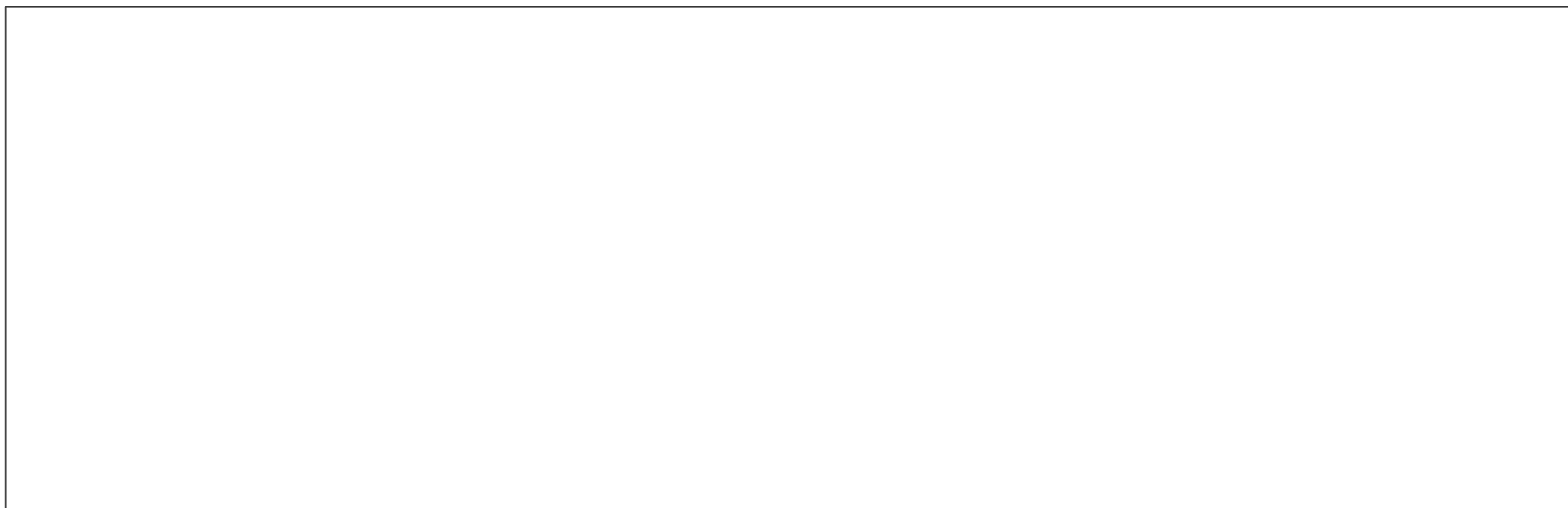
2. Write a sentence using that word that makes the meaning of the word clear. (For example, the sentence "It was spectacular" does not make the meaning of *spectacular* clear. Give some context clues!)

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3. Draw a picture that shows the word's meaning.



# Root Power Contest

Read the graphic novel “The Journal of Captain Hela.” Then follow these steps: **1.** Write down the meaning of each word in red. Use context clues and, if needed, a dictionary. **2.** Think of another word that contains the root *ped* or *pod*. **3.** Write a sentence using that word and draw a picture that shows the word’s meaning. Three winners will each get a \$20 Scholastic gift card.

## Entries will be judged on:

- ✓ creativity
- ✓ clarity and comprehension
- ✓ grammar, spelling, and punctuation

Student’s name: \_\_\_\_\_ Grade: \_\_\_\_\_

Parent’s or legal guardian’s email: \_\_\_\_\_

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