

WHY DO WE SAY THAT?

THE SURPRISING STORIES BEHIND COMMON SAYINGS

Directions: Circle the correct word in each bolded pair.

Spill the Beans

If **you're/your** planning a surprise party for **you're/your** dad and you accidentally mention it to him, you might say, "Oh no! I spilled the beans!" What you mean is you revealed information that was supposed to be kept secret.

This idiom's origins may go back to ancient Greece, where people voted by placing dried beans in a jar: white for yes, black or brown for no. If someone accidentally tipped over the jar and spilled the beans, everyone would know how many of each vote had been cast.

In the Limelight

If **you're/your** in the limelight, **you're/your** the focus of public attention—like an actor who is always being photographed. But what does being the center of attention have to do with limes?

The answer is . . . nothing. This idiom comes from a type of stage lighting used in the 1800s. A bright white light was produced by heating a substance called calcium oxide—also known as quicklime or just lime. The actors standing in the middle of the stage were said to be standing in the limelight.

Show Your True Colors

To show **you're/your** true colors is to show **you're/your** true character, feelings, or intentions, as in "**You're/Your** cousin seemed laid-back. Then she showed her true colors as a fierce competitor who will do anything to win."

The idiom comes from the 18th-century nautical world. Back then, ships flew flags to identify their home country. A ship's flags were known as its colors. Sometimes a ship would trick an enemy into letting it get close by flying the flag of a different country. Just before attacking, the ship would lower the false flag and hoist its *true* colors. Sneaky!

Name: _____ Date: _____

YOUR OR YOU'RE ?

Your and **You're** are often confused and misused. Here's what you need to know to use them correctly:

YOUR is a possessive that indicates ownership.

Examples:

"May I please borrow **your** pencil?"
Henry asked Raj.

It's **your** turn to wash the dishes tonight.

Where is **your** bicycle?

YOU'RE is a contraction of "you are."

Examples:

"After **you're** finished with soccer, let's go out for pizza," Aunt Elise said.

You're the best!

You're going to love these sneakers.

Here's a trick: Replace the *your* or *you're* in your sentence with *you are*.
If the sentence makes sense, *you're* is the right choice. If it does not, *your* is correct.

Directions: Fill in each blank with *your* or *you're* to correctly complete each sentence. Then write your own sentence using *your* or *you're* or both.

1. "_____ making me laugh so hard I almost spilled my lemonade!" said Kia, giggling.
2. A parent or guardian needs to sign _____ permission slip by Friday.
3. _____ going to have to move _____ stuff because it's blocking the exit.
4. _____ taking _____ brother to the skate park after school, right?
5. Have you seen this TikTok dance? _____ going to love it.
6. _____

Name: _____

WHAT'S AN IDIOM?

An idiom is an expression that cannot be understood from the meanings of its individual words. For example, “It’s raining cats and dogs” means it’s raining very hard—which you can’t tell from the meanings of the individual words. Some common idioms are below.

Idiom	Meaning
let the cat out of the bag	allow a secret to be known, usually without intending to
on cloud nine	extremely happy
beat around the bush	talk a lot without getting to the point because you want to avoid saying something difficult or uncomfortable
a piece of cake	something easily done; a cinch
all ears	eager to listen to what someone has to say
a fish out of water	someone in a new and uncomfortable position or situation
call it a day	stop working on something because you think you have done enough or do not want to do anymore
beef up	strengthen or improve something
bigger fish to fry	more important or pressing things to do
hit the books	study intensely

LET'S PRACTICE!

Directions: Fill in each blank with the correct idiom from page 1 of this activity.

1. I can't believe Owen _____; Dee's surprise birthday party is ruined!
2. As soon as band practice is over, I have to go straight home and _____. I've got two tests to study for.
3. My brother said he wasn't going to spend any more time arguing with Lena; he said he had _____.
4. After winning the spelling bee, I was _____ all day.
5. When I first started learning this song on the piano a few months ago, it seemed quite difficult, but now it seems like _____.
6. Tell me about your first day of high school. I'm _____!
7. My school has decided to _____ its language offerings this year: It's adding Mandarin, Arabic, and German.
8. It's getting dark, and we're tired; let's _____ and meet back here at 10 a.m. tomorrow to finish up.
9. I felt like _____ on the first day of camp, but now I've made some friends and am enjoying myself.
10. Please don't _____. Just get straight to the point.

Name: _____

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

Vocabulary

"Born to Run"

1. **agile** (A-juhl) *adjective*; Someone who is agile moves quickly and easily.
2. **congenital** (kuhn-JEH-nuh-tl) *adjective*; *Congenital* is a medical term that means "present from birth." It is used to describe a condition a person is born with rather than one that develops later in life. For example, a congenital heart defect is a heart problem that develops while a baby is still in the womb.
3. **crude** (krood) *adjective*; As it is used in the article, *crude* means "made in a rough or unskilled way." A crude drawing of the solar system is not exact or detailed. A fort in the woods made out of sticks, leaves, and a sheet is a crude shelter.
4. **culmination** (kuhl-muh-NAY-shuhn) *noun*; The verb *culminate* (KUHL-muh-nayt) means "to end, close, or finish," as in "Our eighth-grade year culminated with a bittersweet day of signing yearbooks."

As it is used in the article, *culmination* means "the end point or final stage of something, especially something important or exciting," as in "Winning the science fair was the culmination of months of hard work" or "The fireworks were a dazzling culmination to the concert."

5. **innovation** (ih-nuh-VAY-shuhn) *noun*; The verb *innovate* (IH-nuh-vayt) means "to do something in a new way."

An invention is something that has never been made before; an innovation is a change made to an existing idea, method, or device. The first light bulb was an invention; today's LED light bulbs—which use 75 percent less energy and last up to 25 times longer than traditional light bulbs—are an innovation.

Innovation can also mean "the act or process of innovating," as in "The first moon landing sparked a wave of innovation on Earth."

6. **propel** (pruh-PEL) *verb*; *Propel* means "to drive, push, or cause to move forward." Dolphins move their tail fins up and down to propel themselves through the water.
7. **refine** (ri-FAHYN) *verb*; As it is used in the article, *refine* means "to improve or perfect," as in "My orchestra teacher is helping me refine my solo for next week's concert."
8. **unrelenting** (uhn-ri-LEN-ting) *adjective*; As it is used in the article, *unrelenting* means "not easing or letting up in strength or intensity," as in "The unrelenting storm caused the pool to close for the day" or "The basketball team's unrelenting determination led them to victory."

Name: _____

Vocabulary Practice

"Born to Run"

Directions: Choose the best answer to each question.

1. Which of the following would **LEAST** likely be described as agile?
 - a. a deer
 - b. a runner
 - c. a hippopotamus
 - d. a gymnast
2. A congenital disease is one that _____.
 - a. only affects children
 - b. someone is born with
 - c. is contagious
 - d. is common
3. Which word is most similar in meaning to **unrelenting**?
 - a. constant
 - b. interrupted
 - c. broken
 - d. gentle
4. Eli thinks Mia should refine her brownie recipe. In other words, Eli thinks Mia should _____.
 - a. share her recipe
 - b. find a different recipe
 - c. tweak the recipe
 - d. completely change the recipe

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

5. I hope that the **culmination** of many long nights of studying will be _____.
6. We constructed a **crude** soccer goal by _____.
7. I think _____ was a great **innovation**.
8. To **propel** the canoe, I _____.

Close-Reading Questions

“Born to Run”

1. What does it mean to be born to do something? Why do you think the author chose “Born to Run” as the title? (figurative language)
2. What made Van Phillips’s prosthetics innovative? (compare and contrast)
3. How did participating in sports affect Ezra as he was growing up? (key ideas and details)

4. What important lesson did Ezra learn while he was training for the Paralympics? (key ideas and details)

5. How has Ezra coped with failing to win the medal he'd hoped for in the high jump? (key ideas and details)

Name: _____

Critical-Thinking Questions

"Born to Run"

1. What character traits do you think Ezra has that helped him achieve his goal of competing in the Tokyo Paralympics?

2. How might Ezra's story be helpful to others who face challenges in their lives?

Name: _____

Video Discussion Questions

Meet Ezra Frech

1. What makes Ezra's running leg different than his walking leg? How did wearing a running leg for the first time affect Ezra?

2. How did growing up with a difference make Ezra feel when he was younger? How does he feel about his difference today?

3. Ezra says to "dream big" and "have crazy goals." Do you have any big dreams and crazy goals? What could you do to make them a reality?

Name: _____

Ezra's Dreams

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

1. What helped Ezra achieve his goal of competing in Tokyo?

Fill in the blanks. Then support your ideas with text evidence.

Ezra's _____ helped him achieve his goal of competing in Tokyo.

Text evidence:

Ezra learned an important lesson that helped him achieve his goal of competing in Tokyo: _____

Text evidence:

2. What motivates Ezra to continue pursuing his dreams?

Fill in the blank. Then support your idea with text evidence.

_____ motivates Ezra to continue pursuing his dreams.

Text evidence:

CHOICE BOARD

"BORN TO RUN"

What helped Ezra achieve his goal of competing in Tokyo? What motivates him to continue pursuing his dreams? Answer both questions in a well-organized essay.

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

Create a TV sports broadcast for the Paralympic Games in Tokyo, Japan. Before announcing the high jump live event, give an "athlete spotlight" that provides the audience with Ezra's backstory.

Write a letter to Ezra about how you think he'll do at the 2024 Paralympic Games in Paris, France, and why.

Write a poem inspired by the article. Choose one of the titles below, or come up with your own.

"Dreams"

"Extraordinary"

"The Blade"

Name: _____

EXPLORING TEXT FEATURES

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

Answer the questions below to explore the text features in "Born to Run."

1. Study the photographs of Ezra on the magazine cover, page 4, and page 9. Make a list of words to describe him based on these photos.

2. Read the text feature "Building New Body Parts." In one paragraph, summarize the history of prosthetics.

3. Examine the photo and caption at the bottom of page 8. Are there any other words you would add to your list of words to describe Ezra in question 1? What makes you say so?

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 “Born to Run.”

1. Who is the article mainly about?
2. What challenge did this person face as a young child?
3. What were this person's goals as they grew up? Have those goals been achieved?
4. How is this person doing today?
5. Are there any other important details you haven't mentioned? Write them here.

Summary of “Born to Run”

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 "Born to Run."

Author Alessandra Potenza's narrative nonfiction article "Born to Run" is about _____ _____ Ezra was born with a congenital condition that affects his limbs. When he was 2, Ezra's left foot and part of his left leg were amputated so that he could _____ _____ At age 4, Ezra _____ _____ This device enabled Ezra to _____ _____ When he was 11, after seeing the Rio de Janeiro Paralympic Games on TV, Ezra informed his parents _____ _____ At age 14, Ezra _____ _____ In Tokyo, Ezra _____ _____ Today, Ezra _____ _____ _____	<p><i>Begin with a topic sentence that tells who the article is mainly about.</i></p> <p><i>Why did Ezra have surgery?</i></p> <p><i>What special device did Ezra begin using?</i></p> <p><i>How did this device change Ezra's life?</i></p> <p><i>What goal did Ezra set for himself?</i></p> <p><i>Did Ezra achieve this goal?</i></p> <p><i>How did Ezra do in Tokyo?</i></p> <p><i>How is Ezra doing today? What are his plans for the future?</i></p>
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Name: _____

FINDING AND USING TEXT EVIDENCE

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

Let's get started!



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

Claim

Ezra Frech is a determined and motivated person.

Claim

A. “The disappointment felt like a painful weight on his chest.”

B. “Every day, he woke up at 5 a.m. to run. He practiced jumping in his backyard every afternoon after school.”

C. “I had people tell me, “You’re too young, you’re not gonna make it,” he says. ‘I didn’t listen to them. I worked hard, I believed in myself, and I made it happen.’”

D. “He proved to be a gifted athlete, agile and strong.”

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

Text Evidence 1:

“As he got older, sports gave Ezra a sense of belonging and helped him make friends.”

Text Evidence 2:

“‘When I was playing sports, I wasn’t thinking about the fact that I was the only kid in my school with one leg,’ Ezra says. ‘It gave me this escape.’”

Claim

A. Playing sports has had a significant impact on Ezra’s life.

B. Ezra is a talented athlete.

C. Sports give Ezra an escape.

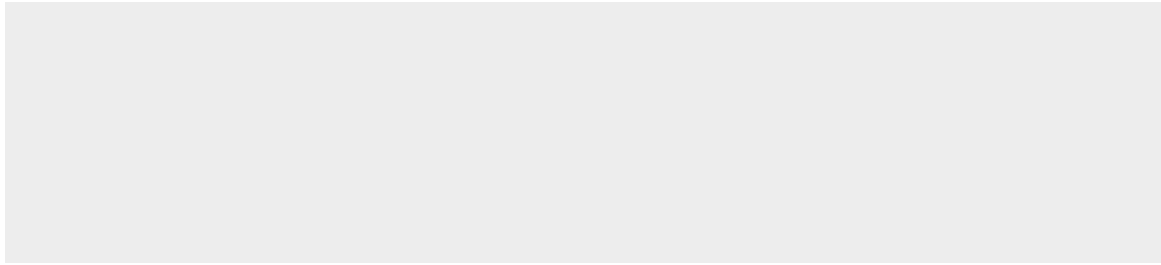
3. A. Read the claim below. Then find a piece of text evidence that supports the claim.

Claim

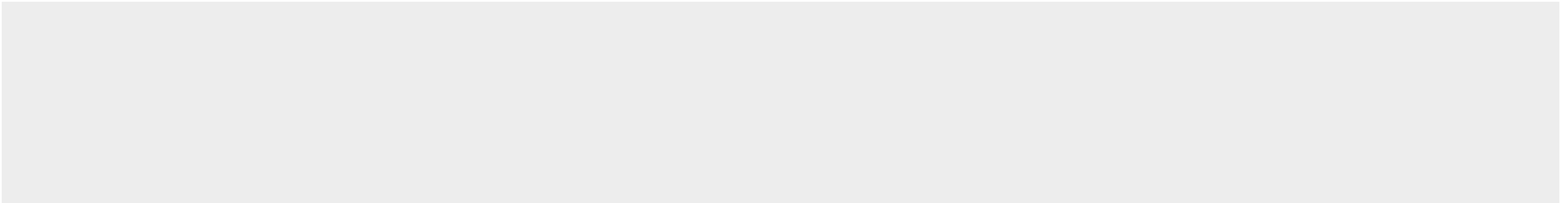
Van Phillips's blade changed the world of para-sports.

Claim

Text Evidence:



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



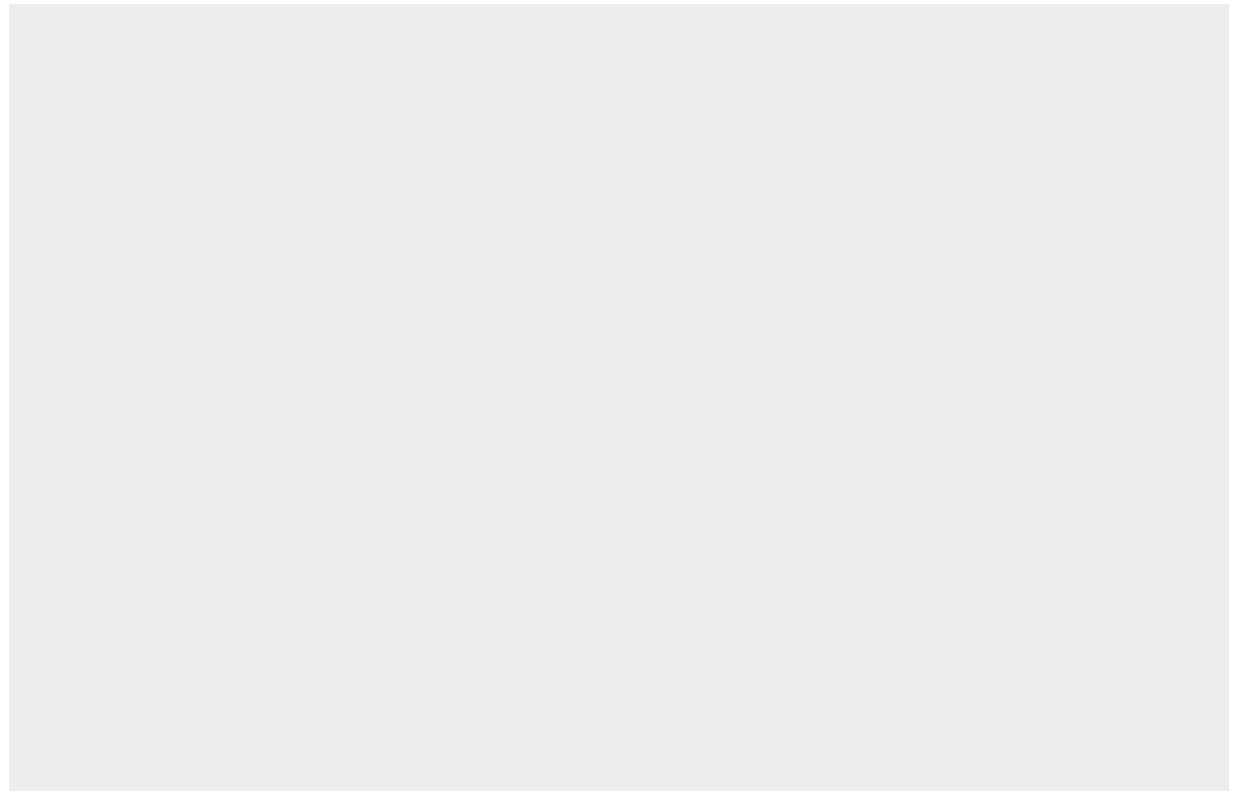
4. Now it's your turn! Write a short paragraph that answers this question:

How did the blade change Ezra's life?

Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As author Alessandra Potenza explains, ____.*)
- Explain how the evidence supports your claim. (*This shows that ____.*)

Your Paragraph



Name: _____

FINDING TEXT EVIDENCE

Directions: Read "Born to Run." Then complete this activity to practice finding evidence.

Let's get started!



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

Claim

Ezra Frech is a determined and motivated person.

Claim

A. “The disappointment felt like a painful weight on his chest.”

B. “Every day, he woke up at 5 a.m. to run. He practiced jumping in his backyard every afternoon after school.”

C. “I had people tell me, “You’re too young, you’re not gonna make it,” he says. ‘I didn’t listen to them. I worked hard, I believed in myself, and I made it happen.’”

D. “He proved to be a gifted athlete, agile and strong.”

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

Text Evidence 1:

“As he got older, sports gave Ezra a sense of belonging and helped him make friends.”

Text Evidence 2:

“‘When I was playing sports, I wasn’t thinking about the fact that I was the only kid in my school with one leg,’ Ezra says. ‘It gave me this escape.’”

Claim

A. Playing sports has had a major impact on Ezra’s life.

B. Ezra is a talented athlete.

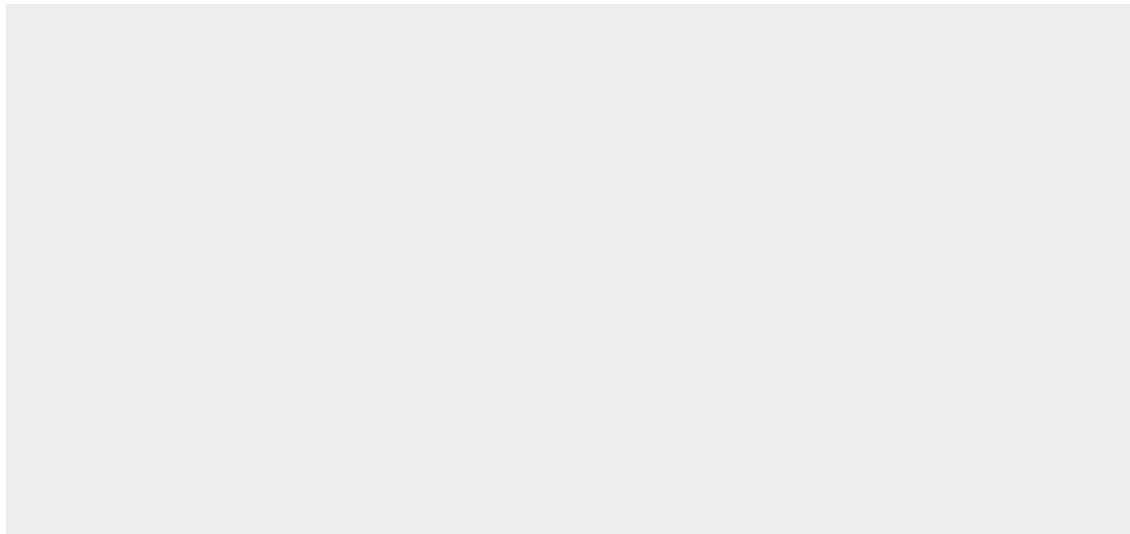
3. Read the claim below. Then find a piece of text evidence that supports the claim.

Claim

Van Phillips's blade changed the world of para-sports.

Claim

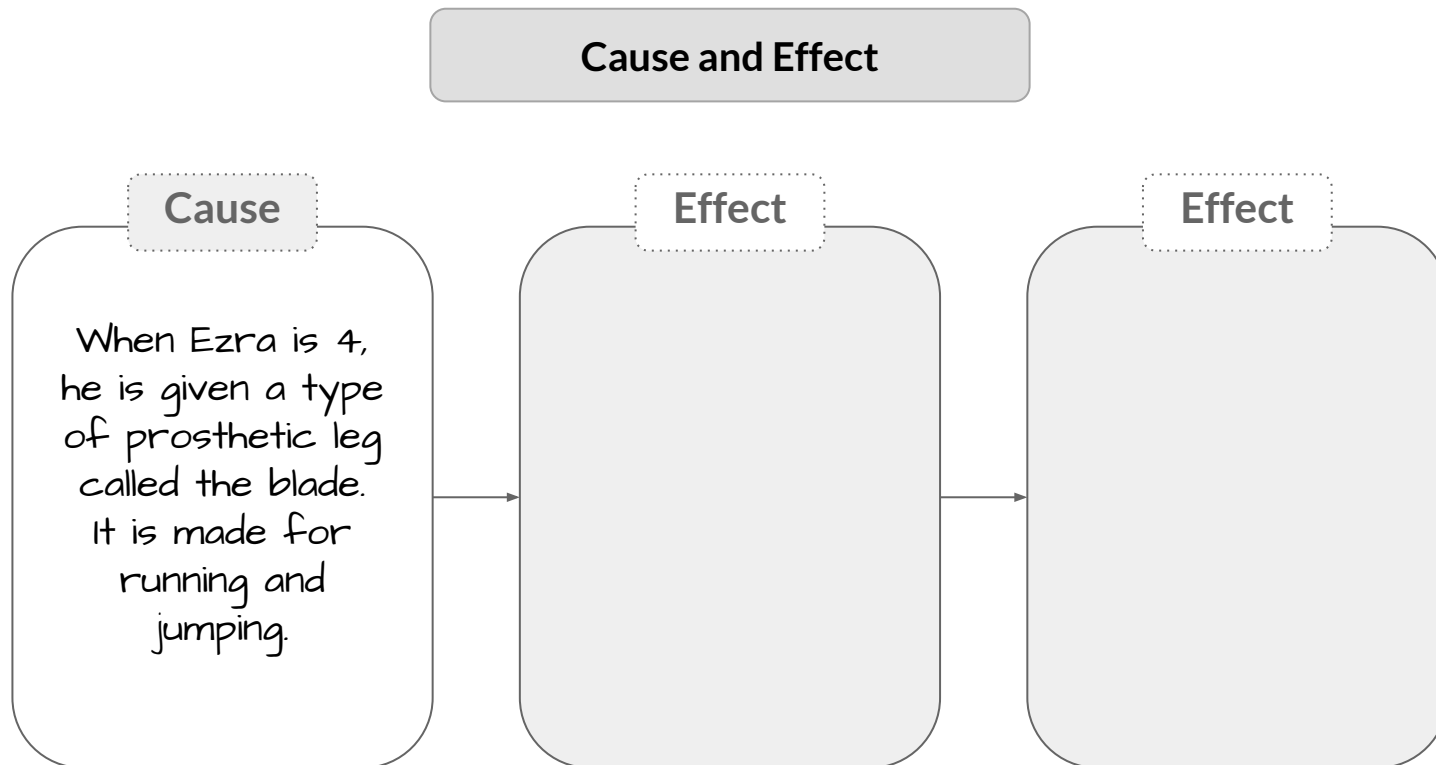
Text Evidence:



Name: _____

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

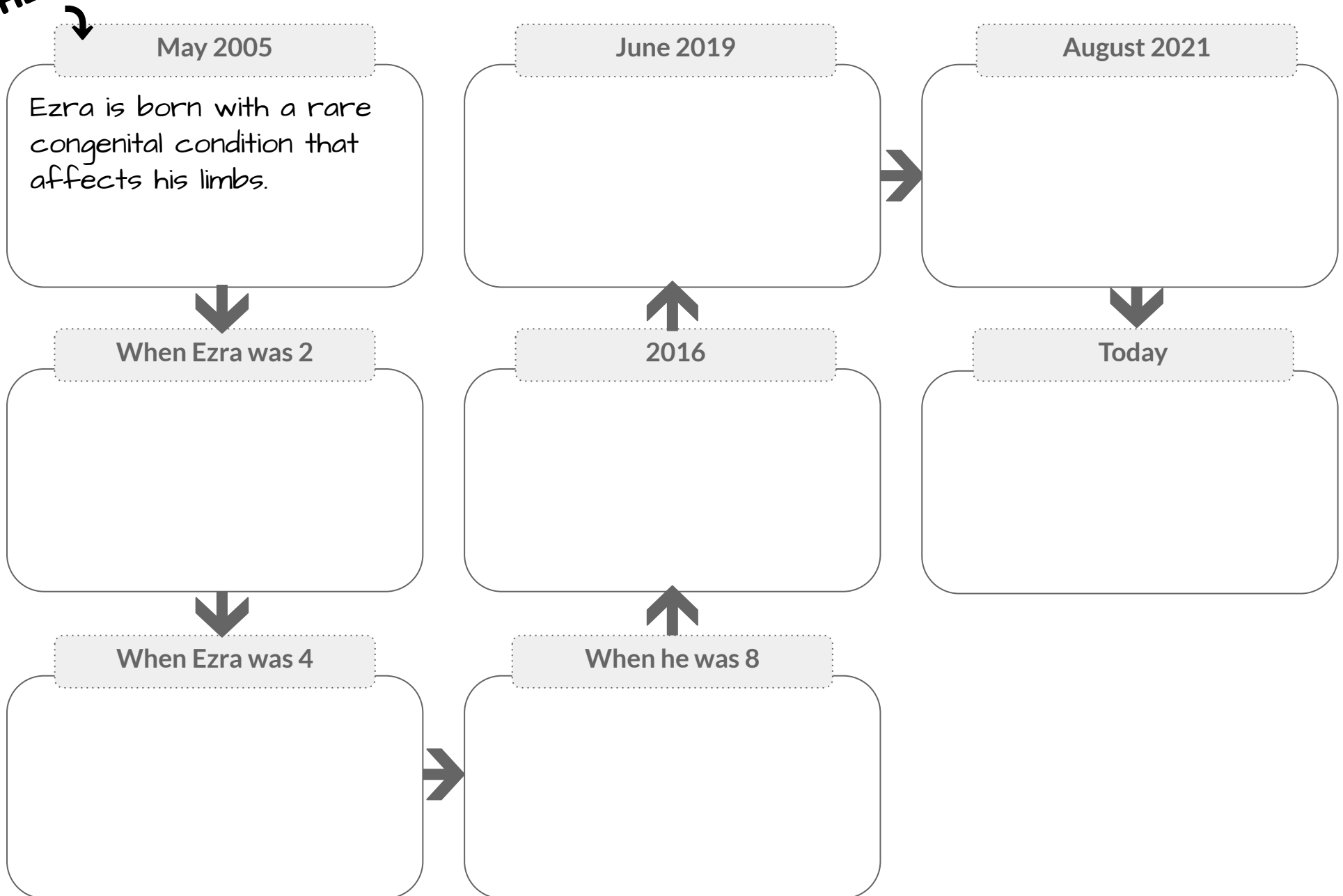
Directions: Read "Born to Run." Then complete this activity to organize information in the article using text structures.



**START
HERE!**

**Sequence of
Events**

Follow the arrows to complete a timeline of important events in Ezra's life. (We filled in labels with important dates to guide you.)



Problem and Solution

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

Problem 1

In the 1970s, many prosthetics were designed to resemble their human body counterparts and did not function well.

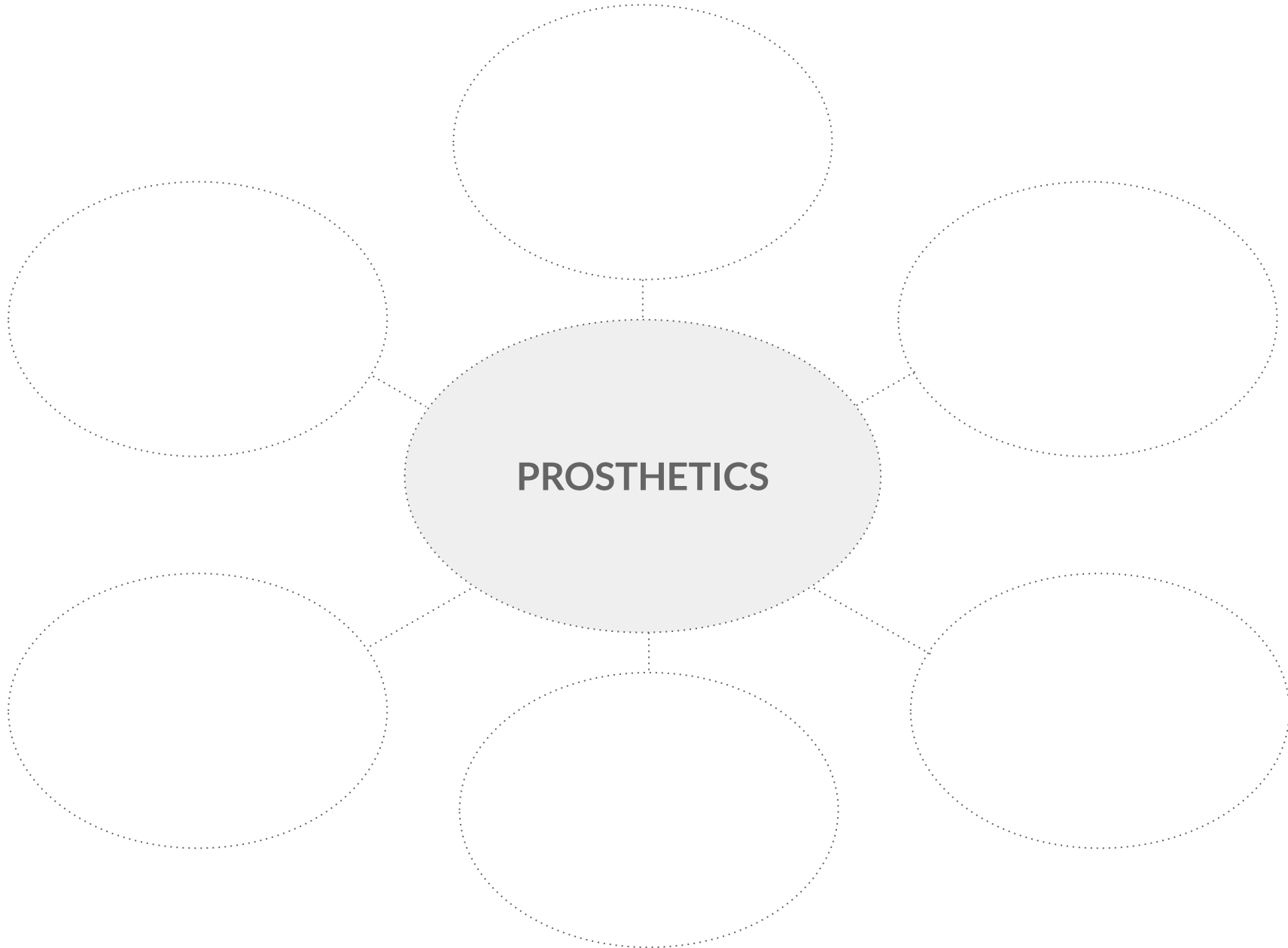
Solution 1

Problem 2

Solution 2

Description

**What did you learn about the topic of prosthetics?
Fill in the chart below.**



Name: _____

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

Directions: Read "Born to Run." Then complete this activity to organize information in the article using text structures.

Cause and Effect

Cause

When Ezra is 4,
he is given a type
of prosthetic leg
called the blade.
It is made for
running and
jumping.

Effect

*Hint: How does the blade affect
Ezra? What does he discover as
a result of wearing it?*

Effect

*Hint: What goal does Ezra
eventually set for himself after
discovering his love for
track-and-field?*

**START
HERE!**

Sequence of
Events

Follow the arrows to complete a timeline of important events in Ezra's life. (We filled in labels with important dates to guide you.)

May 2005

Ezra is born with a rare congenital condition that affects his limbs.

June 2019

August 2021

When Ezra was 2

2016

Today

When Ezra was 4

When Ezra was 8

Ezra watches the 2016 Paralympic Games and decides that he wants to compete at the next games in Tokyo.

Problem and Solution

Complete the problem/solution pairs below.

Problem 1

In the 1970s, many prosthetics were designed to resemble their human body counterparts and did not function well.

Solution 1

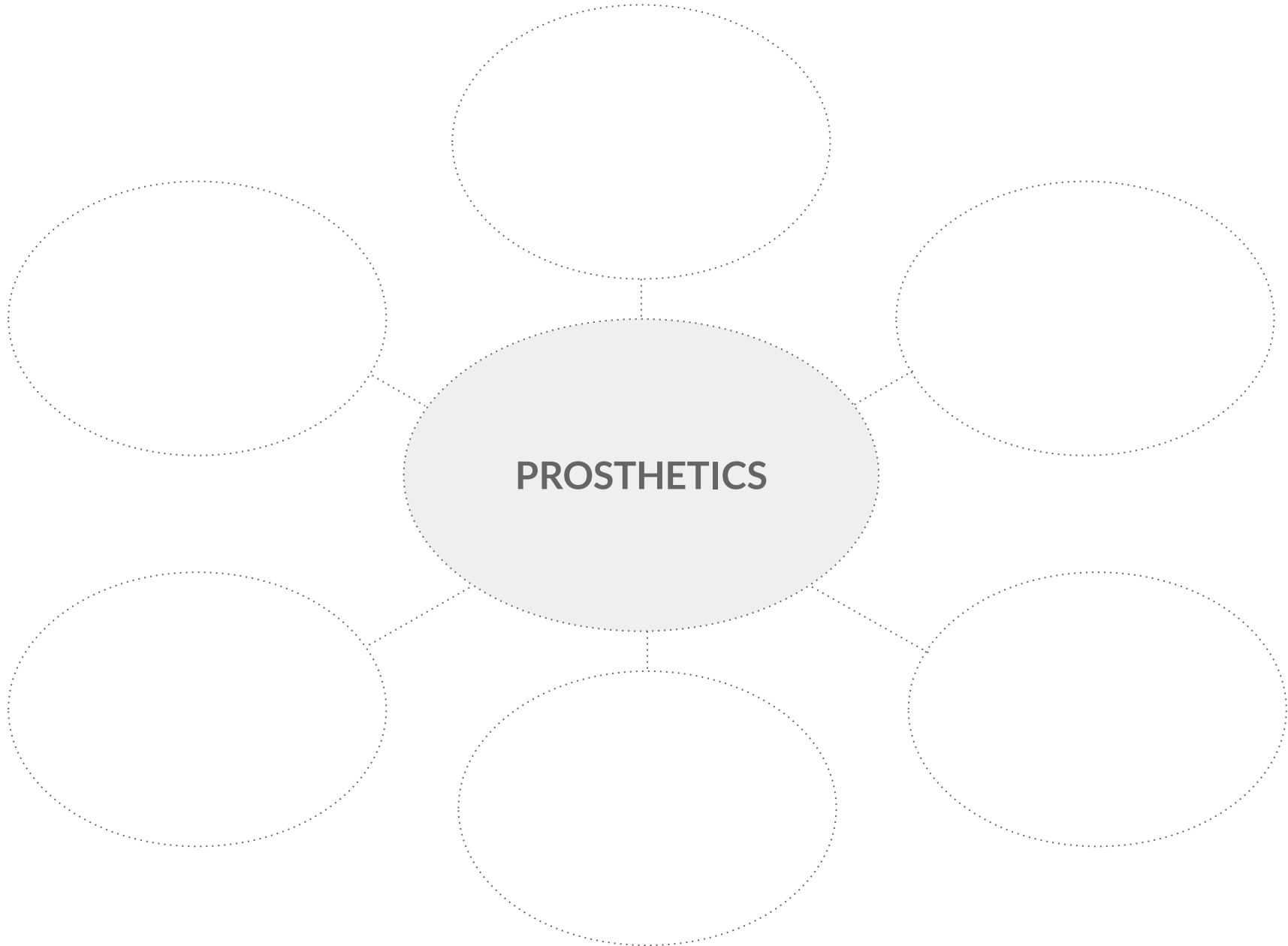
Problem 2

Solution 2

Ezra took time off to recover and then, with the help of a coach, learned how to safely train and get the rest his body needed. Once he began doing this, his performance improved greatly and he was able to qualify for Team USA.

Description

**What did you learn about the topic of prosthetics?
Fill in the chart below.**



Name: _____

"Born to Run" Quiz

Directions: Read "Born to Run" from the April issue of *Scope*. Then answer the questions below.

1. Which section of the article provides more details about the event described in the last paragraph of the introduction?
 - A. "Team USA"
 - B. "Looking to the Future"
 - C. "A Breathtaking Display"
 - D. "The Blade"
2. The main purpose of the section "Magical Moment" is to describe _____, while the main purpose of the sections "Finding a Way" and "The Blade" is to explain _____.
 - A. the prosthetic that enabled Ezra to walk more naturally; how ligaments, bones, and tendons function
 - B. Ezra's surgery at age 2; how the field of bioengineering began
 - C. Ezra's parents; what happened to Van Phillips
 - D. the first time Ezra ran; the history of the blade
3. What important lesson did Ezra learn during his training for Tokyo?
 - A. It's not always easy to work with others.
 - B. Attitude is as important as ability.
 - C. Resting your body is just as important as training.
 - D. Eating a healthy diet is a key part of succeeding as an athlete.
4. Based on the article, all of the statements below are true EXCEPT?
 - A. There are a variety of prosthetics available for different body parts and uses.
 - B. Prosthetic technology continues to improve.
 - C. Prosthetic limbs can make a huge difference in people's lives.
 - D. The first prosthetic limbs were developed in the 1970s.
5. "As Ezra approached the bar, he picked up speed, his hair and uniform soaked. His heart pounded. His muscles screamed." These lines contain _____.
 - A. personification that shows Ezra's muscles were working as hard as they could
 - B. personification that shows how fast Ezra was running
 - C. a simile that illustrates how strong Ezra is
 - D. a simile that emphasizes how hot it was in Tokyo during the Paralympic Games
6. Which detail would be LEAST important to include in a summary of the article?
 - A. Ezra competed in the Paralympic Games in Tokyo, Japan.
 - B. Ezra will try again to achieve his goal of winning a gold medal at the next Paralympic Games.
 - C. Ezra wore a special pendant around his neck at the Tokyo games.
 - D. Ezra was born with a rare congenital condition that affects his limbs.

Name: _____

Constructed-Response Questions

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

7. The author writes, “Phillips couldn’t understand how—in a world where humans had found a way to walk on the moon—the technology of prosthetics could be so crude.” What did she mean? How did Phillips change the situation?
8. Alessandra Potenza writes of Ezra’s parents, “They wanted him to enjoy the life of a typical kid. But, as they would discover, their son is not typical. He is extraordinary.” According to Potenza, what makes Ezra extraordinary?

Name: _____

"Born to Run" Quiz

Directions: Read "Born to Run" from the April issue of *Scope*. Then answer the questions below.

1. **At the end of the introduction, the author asks, "Was [Ezra's] dream about to come true?" In which section of the article do readers learn the answer to this question?**
 - A. "Team USA"
 - B. "Looking to the Future"
 - C. "A Breathtaking Display"
 - D. "The Blade"
2. **The main purpose of the sections "Finding a Way" and "The Blade" is to explain _____.**
 - A. how ligaments, bones, and tendons function
 - B. how the field of biomedical engineering began
 - C. what sports Van Phillips enjoyed
 - D. the history of the blade prosthetic leg
3. **What caused Ezra to stop training for the Paralympics for several months?**
 - A. He was too young to qualify for Team USA.
 - B. The Paralympics were delayed because of the pandemic.
 - C. A bone in his right leg cracked from overuse.
 - D. He needed surgery.
4. **According to the article, what is unique about the blade?**
 - A. It links to the wearer's brain.
 - B. It looks like a natural limb.
 - C. It is affordable.
 - D. It enables wearers to move with speed, power, and control.
5. **The author writes of Ezra's loss in Tokyo, "He uses it as fuel, energizing him to look to the future." In other words, Ezra's loss _____ him.**
 - A. motivates
 - B. angers
 - C. saddens
 - D. calms
6. **Which detail would be LEAST important to include in a summary of the article?**
 - A. Ezra competed in the Paralympic Games in Tokyo, Japan.
 - B. Ezra will try again to achieve his goal of winning a gold medal at the Paralympic Games in Paris, France.
 - C. Ezra wore a special pendant around his neck at the Tokyo games.
 - D. Ezra was born with a rare congenital condition that affects his limbs.

Name: _____

Constructed-Response Questions

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

- Support the following claim using text evidence: “Van Phillips’s inventions were transformative.” (*Transformative* means “causing important and lasting change in something.”)
- Alessandra Potenza writes of Ezra’s parents, “They wanted him to enjoy the life of a typical kid. But, as they would discover, their son is not typical. He is extraordinary.” According to Potenza, what makes Ezra extraordinary?

Born to Run Contest

What helped Ezra achieve his goal of competing in Tokyo? What motivates him to continue pursuing his dreams? Answer both questions in a well-organized essay. Support your ideas with text evidence. Send your essay to Born to Run Contest. Three winners will each get *Sidetracked* by Diana Harmon Asher.

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

ENTRIES MUST BE RECEIVED BY May 15, 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

"Should the School Week Be Shorter?"

1. **detrimental** (deh-truh-MEN-tl) *adjective*; Something that is detrimental is harmful or damaging, as in "My dentist explained that eating a lot of sugar can be detrimental to teeth; it can cause cavities."

2. **logistical** (loh-JIH-stih-kuhl) *adjective*; The noun *logistics* (loh-JIH-stiks) refers to the handling of the details of a complex operation or activity.

For example, the logistics of a car wash fund-raiser might include reserving a parking lot, making a schedule for volunteers, getting supplies, and advertising on social media. In other words, logistics include all the things that need to be done to make the event go smoothly.

Logistical means "related to or involving organization and planning," as in "The car wash involved a few logistical challenges, but we figured everything out, and it was a great success."

3. **rural** (rurl) *adjective*; *Rural* means "related to the countryside." A rural area often has farms and forests, and has fewer buildings, roads, and people than would be found in a city.

Name: _____

Vocabulary Practice

"Should the School Week Be Shorter?"

Directions: Choose the best answer to each question.

1. What would be detrimental to a phone?
 - a. charging the battery
 - b. putting a screen protector on it
 - c. leaving it outside in the rain
 - d. using it to send a text

2. Which of the following are logistical tasks related to a birthday party? Choose TWO.
 - a. dancing to your favorite songs
 - b. ordering the food
 - c. sending invitations
 - d. singing "Happy Birthday"

3. Which of the following would you most likely see in a rural area?
 - a. a skyscraper
 - b. a traffic jam
 - c. farmland
 - d. houses built closely together

4. Write a sentence containing at least one of these words: *detrimental*, *logistical*, *rural*.

Name: _____

Write An Argument Essay

Directions: Read "Should the School Week Be Shorter?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should the school week be shorter?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think the school week **SHOULD** be shorter, one of your supporting details might be that a study found that the four-day schedule is popular with both parents and students in districts that use it.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think the school week **SHOULD** be shorter, summarize the strongest arguments that the author presents against a four-day school week. If you think the school week **SHOULD NOT** be shorter, summarize the strongest arguments the author presents in favor of a four-day school week.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Does your school have a four-day school week? Or do you know someone who does? Describe the experience. Is it a positive or negative one?
- 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: "Imagine waking up early on a Friday morning. And then you remember there's no school. Wouldn't that feel _____?"
- 4. A quote:** Find a thought-provoking quote that relates to the topic of your essay.

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

STEP 6: SUMMARIZE THE ISSUE

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

Four-day school weeks are becoming more popular. Some people believe this is helpful for schools, parents, and students. Others believe . . .

STEP 7: START WRITING

On the next page, you'll find an outline to help you write your essay.

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether the school week should be shorter. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.
Then explain why you think the opposing point of view is wrong.

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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

Prince Setna and the Book of Magic

Pronunciation Guide

NAMES

Ahwere [ah-WEAR-ey]

Inaros [in-AHR-os]

Merib [mair-EEB]

Naneferkaptah [na-NEFER-ka-tah]

Ra [RA]

Ramses [RAM-seez]

Setna [SET-na]

Thoth [th-aw-th]

PLACES

Coptos [KOP-tos]

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

Name: _____

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

Vocabulary

Prince Setna and the Book of Magic

1. **amulet** (AM-yuh-luht) *noun*; An amulet is an ornament or a small piece of jewelry thought to have magical powers. An amulet might offer healing or protection from evil and danger.
2. **conjure** (KAHN-jer) *verb*; As it is used in the play, *conjure* means “to make something appear by magic, or as if by magic,” as in “The magician conjured two doves from thin air.”
3. **inscribe** (in-SKRAHYB) *verb*; To inscribe is to write, print, or carve words or symbols onto the surface of something, as in “The wall was inscribed with the names of those who had fought in the war.”
4. **necropolis** (nuh-KRAH-puh-luhs) *noun*; A necropolis is a large cemetery of an ancient city with elaborate tombs. (*Necropolis* literally means “city of the dead” in ancient Greek.)
5. **papyrus** (puh-PAHY-ruhs) *noun*; Papyrus is a material similar to thick paper. It was made in ancient Egypt from the stems of a tall water plant called papyrus. Making sheets of papyrus was a complicated process, but at the time, many people were still inscribing their writings into stone or metal. In comparison, making sheets of papyrus was much easier.

Papyrus was stored in rolls called scrolls.
6. **procure** (pruh-KYOOR) *verb*; *Procure* means “to obtain something with special care or effort,” as in “I can’t believe it! Allie’s sister procured four backstage passes to the concert next month!”
7. **sarcophagus** (sahr-KAH-fuh-guhs) *noun*; A sarcophagus is a decorated stone coffin or a container to hold a coffin. The plural of *sarcophagus* is *sarcophagi* (sahr-KAH-fuh-gahy). Sarcophagi were used to bury leaders and wealthy residents in ancient Egypt, Rome, and Greece. Sarcophagi were usually displayed above ground.

Name: _____

Vocabulary Practice

Prince Setna and the Book of Magic

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

Word Bank

inscribe

necropolis

procure

amulet

sarcophagus

papyrus

conjure

1. With a flick of his wand, the wizard _____ a fire in the hearth.
2. The championship trophy was _____ with each player's name.
3. The _____ contains thousands of tombs carved into the side of a mountain.
4. King Tutankhamen's _____ held three coffins, the innermost one made of gold.
5. The historian was studying poetry written on a scroll of _____.
6. After some serious digging in my backpack, I _____ a pencil for my classmate to use.
7. In the book, the main character wears a(n) _____ that glows red when danger is near.

Name: _____

Close-Reading Questions

Prince Setna and the Book of Magic

1. Why is Setna important in society? (text features)
2. How are Setna and Naneferkaptah similar? (character)
3. What story do the spirits of Ahwere, Naneferkaptah, and Merib tell Setna? Why doesn't their story convince Setna to leave the Book of Magic alone? (summarizing, theme)
4. Compare Setna's and Naneferkaptah's experiences with the Book of Magic. (key ideas and details)

Name: _____

Critical-Thinking Questions

Prince Setna and the Book of Magic

1. One big idea of the story is that there are some powers with which humans cannot be entrusted. Do you agree?

2. A common theme of Greek mythology is that a human's belief that they are able to outsmart the gods or nature leads to that person's downfall. This sort of excessive pride that makes you think you can ignore the limits of human power is called hubris. How does the idea of hubris connect to the play? Can you think of other stories featuring characters who possess this flaw?

Name: _____

Video Discussion Questions

Time Machine: Ancient Egypt

1. According to the video, what was life like for kids?

2. What do the images of the ancient artifacts add to the video?

3. Does ancient Egypt remind you of other ancient civilizations you've learned about?
If so, in what way?

4. If you were to travel back in time to ancient Egypt, what do you think you might miss from our modern world? What might you enjoy or appreciate?

Name: _____

The Book of Magic

Directions: Read *Prince Setna and the Book of Magic*. Then use this planner to help you respond to the prompt that appears at the end of the play.

→ THE SETTING ←

Where and when does your story take place?

→ THE CHARACTERS ←

Who appears in your story?
Will you include any new characters?

→ THE CONFLICT ←

What problem do your characters face? What opposing force are they up against? Is it themselves? The gods? Others?

→ THE PLOT ←

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

↪ SCENE-WRITING AND EDITING TIPS ↩

- **Use stage directors.** Notice how the playwright uses Stage Directors 1, 2, and 3 to describe the setting and characters' actions.
- **Include actor directions.** This is information the playwright puts in parentheses to let an actor know how to say a line (for example: *nervously, giddy, shouting to Inaros, raising his hand*).
- **Let it flow.** When you're ready, write a first draft of your scene. Don't worry about making it perfect—treat this more like a free-writing exercise.
- **Read your scene aloud.** Or see if you can gather some friends or family members and read your scene aloud together. Then think about these questions as you edit your scene:
 - Have I expressed as much as possible through dialogue (conversation between characters) rather than narration?
 - How can I say this in a way that is more true to the character who is saying it?

CHOICE BOARD

PRINCE SETNA AND THE BOOK OF MAGIC

Tell the story of what happens next. Your story may be in the form of a written scene, audio recording, or video.

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

With at least one classmate, go to Scope Online and read the play *Pandora's Box*. Then create a podcast that compares *Pandora's Box* and *Prince Setna and the Book of Magic*.

Imagine you are a scribe in ancient Egypt. Record the events of the day Prince Setna entered Naneferkaptah's tomb so that citizens of Memphis and beyond will know what has transpired.

Imagine this story is being turned into a TV series and you've been hired to pick songs for the soundtrack. Choose three songs you think should be included and explain why.

Name: _____

Prince Setna and the Book of Magic Quiz

Directions: Read *Prince Setna and the Book of Magic* from the April issue of *Scope*. Then answer the questions below.

1. **The purpose of the prologue is to _____ . Choose THREE.**
 - A. establish that the Book of Magic is extremely powerful
 - B. reveal that Thoth is an evil god
 - C. create a dark, fearful, and foreboding tone
 - D. show that the Book of Magic is well guarded
2. **The reason that Ahwere, Naneferkaptah, and Merib tell Setna their tale is to _____ .**
 - A. show Setna that he is not alone
 - B. entertain Setna
 - C. prevent Setna from making the same mistakes that Naneferkaptah made
 - D. convince Setna to take the Book of Magic
3. **Naneferkaptah says, “Let us play three games of checkers. If you win, you may take the book. If you lose, I will smite you.” Based on context clues, what is the definition of *smite*?**
 - A. to strike down, injure, or kill
 - B. to help someone
 - C. to place a curse upon someone
 - D. to laugh at someone else’s misfortune
4. **How is Prince Setna characterized throughout most of the play?**
 - A. angry and rude
 - B. joyful and upbeat
 - C. hesitant and anxious
 - D. arrogant and overconfident
5. **Which lines support your answer to question 4? Choose THREE.**
 - A. **Setna:** If you do not give it to me, I will take it.
 - B. **Setna:** Oh, but it wasn’t the gods. *I* conjured this rain. Me.
 - C. **Setna:** I have the finest mind in Egypt. Surely I am worthy.
 - D. **Setna:** I don’t understand. It should have stopped.
6. **Which of the following statements does this play support? Choose THREE.**
 - A. People should be satisfied with what they have.
 - B. Wisdom and knowledge are the same thing.
 - C. Being smart doesn’t make one wise.
 - D. Some powers are too great for human beings to handle and should be left to the gods.

Name: _____

Constructed-Response Questions

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

7. Imagine your friend wants to find the Book of Magic. It's up to you to explain why this is a bad idea! What would you tell your friend? Support your arguments with text evidence.
8. What are the similarities and differences between Prince Setna and Prince Naneferkaptah? What lessons do they both end up learning?

Name: _____

Prince Setna and the Book of Magic Quiz

Directions: Read *Prince Setna and the Book of Magic* from the April issue of *Scope*. Then answer the questions below.

1. The purpose of the prologue is to show that the Book of Magic is _____. Choose **THREE**.
 - A. extremely powerful
 - B. an instruction manual for humans
 - C. full of the deepest knowledge
 - D. well-guarded by snakes and scorpions
2. The reason that Ahwere, Naneferkaptah, and Merib tell Setna their tale is to _____.
 - A. show Setna that he is not alone
 - B. entertain Setna
 - C. prevent Setna from making the same mistakes that Naneferkaptah made
 - D. inspire Setna to take the Book of Magic
3. Naneferkaptah says, "Let us play three games of checkers. If you win, you may take the book. If you lose, I will smite you." What does *smite* mean?
 - A. to strike down, injure, or kill
 - B. to help someone
 - C. to place a curse upon someone
 - D. to laugh at someone else's problems
4. For most of the play, Prince Setna is a(n) _____ person.
 - A. uncertain
 - B. angry
 - C. joyful
 - D. arrogant
5. Which lines support your answer to question 4? Choose **THREE**.
 - A. **Setna:** If you do not give it to me, I will take it.
 - B. **Setna:** Oh, but it wasn't the gods. I conjured this rain. Me.
 - C. **Setna:** I have the finest mind in Egypt. Surely I am worthy.
 - D. **Setna:** I don't understand. It should have stopped.
6. Which of the following statements does this play support? Choose **THREE**.
 - A. People should be satisfied with what they have.
 - B. Wisdom and knowledge are the same thing.
 - C. Being smart doesn't make one wise.
 - D. Some powers are too great for a human to handle.

Name: _____

Constructed-Response Questions

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

7. Imagine that your friend wants to find the Book of Magic. It's up to you to explain why this is a bad idea! What would you tell your friend? Support your arguments with text evidence.
- Tip: Be sure to explain how things went wrong for Setna and Naneferkaptah when they tried to get the book.
8. In what ways are Prince Setna and Prince Naneferkaptah alike? What is different about the way the gods treat them?

Book of Magic Contest

Tell the story of what happens next. Your story may be in the form of a written scene, audio recording, or video. Send your work to Book of Magic Contest. Three winners will each get *The Curse of the Mummy* by Candace Fleming.

Entries will be judged on:

- ✓ creativity
- ✓ use of key ideas and details
- ✓ clarity

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

ENTRIES MUST BE RECEIVED BY May 15, 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

"What Do These Creatures Have in Common?"

- 1. genetic** (juh-NET-ik) *adjective*; All living things are made of cells, and all cells contain genes. Genes determine our features, such as hair color and height. Genes are passed down to us from our parents.

Genetic means "related to genes." Red hair is an uncommon genetic trait, found in less than 2 percent of the world's population.
- 2. microscopic** (mahy-kruh-SKAH-pihk) *adjective*; Something that is microscopic is so tiny that it cannot be seen without a microscope. (Microscopes are instruments with magnifying lenses that enlarge objects so that they can be seen in detail.) Skin cells and bacteria are both microscopic.
- 3. specialized** (SPEH-shuh-lahyzd) *adjective*; *Specialized* means "designed for a special activity or function." A camera company might sell specialized gear for nighttime photography. A school might provide specialized training for students who want to become mechanics (people who repair and maintain machinery).

Name: _____

Vocabulary Practice

"What Do These Creatures Have in Common?"

Directions: Read the imaginary field notes below. Rewrite three of the sentences so that the words *genetic*, *microscopic*, and *specialized* are included in the entry.

It is the year 2457. My name is Adryan Wayn. I'm a biologist who studies inherited characteristics in space lifeforms. I have just landed on a planet in the Ceron galaxy. I am currently observing four creatures that appear human-like but are twice as tall as the average human. Their hair looks like strings of diamonds. The creatures have 15 fingers on each hand, which are designed to extract shrimp-like creatures from shells that float in the air in great numbers. An abundance of what may be another type of lifeform is floating in the air as well—perhaps some kind of bacteria. They are too small to see with the naked eye, so I have collected samples of the air to study back on the ship.

Name: _____

THE SHORT WRITE KIT

Directions: Read "What Do These Creatures Have in Common?" Then complete this activity to help you write a short response to the article.

Step 1: WRITE YOUR CLAIM

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

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



Prompt:

What might be gained by studying nearly indestructible creatures?

We started you off by echoing the question.

To answer the prompt, complete this sentence.



Your claim:

By studying nearly indestructible creatures, we might

_____.

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.

As Allison Friedman explains in her article "What Do These Creatures Have in Common?," _____.

(Finish the sentence with your text evidence.)

Give your commentary for your first piece of text evidence.

Present your other piece(s) of text evidence.

Here's a way to do it: Friedman makes this clear when she writes _____.

(Finish the sentence with your text evidence. Follow each piece of text evidence with commentary.)

Finish with a concluding sentence that sums everything up.

Name: _____

CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "What Do These Creatures Have in Common?"


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>
"Death-Defying Powers"		
"Unlocking Secrets"		

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

Name: _____

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 "What Do These Creatures Have in Common?" 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>
"Death-Defying Powers"	<p>The secret behind these creatures' immortality is at the cellular level.</p> <div>  <p>Add at least one more supporting detail</p> </div>	<ul style="list-style-type: none"> - The immortal jellyfish is able to reboot its cells to a younger state. - Some turtles show no signs of aging because their cells repair themselves.
"Unlocking Secrets"		

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

Name: _____

“What Do These Creatures Have in Common?” Quiz

Directions: Read “What Do These Creatures Have in Common?” from the April issue of *Scope*. Then answer the questions below.

1. **Based on context clues, what is the meaning of the idiom *game over* as it is used in the introduction?**
 - A. a good thing that seemed bad at first
 - B. something common
 - C. a hopeless or irreversible situation
 - D. an ideal situation
2. **The section “Death-Defying Powers” _____ . Choose THREE.**
 - A. explains the human aging process
 - B. compares human cells to hydra cells
 - C. lists organisms other than hydras that do not age
 - D. explains how tardigrades regenerate
3. **What is special about a hydra’s cells?**
 - A. They are microscopic.
 - B. They have a glass-like protective coating.
 - C. Most of them can renew themselves.
 - D. They transport oxygen.
4. **Consider these lines: “As we (and most other creatures) age, our cells function less and less well. The result? Skin droops. Muscles weaken. Memories falter.” Based on context clues, what does *falter* mean?**
 - A. grow stronger
 - B. weaken or start to fail
 - C. be or feel at ease
 - D. become scary or nightmarish
5. **Which line from the article illustrates the act of regeneration?**
 - A. “A tiny tube-shaped creature floats through the water.”
 - B. “Over the next few days, a brand-new head and tentacles sprout from the creature’s body.”
 - C. “All living things, including humans, are made up of microscopic building blocks called cells.”
 - D. “Named after sea monsters from Greek mythology, hydras live in freshwater and are generally about an inch long.”
6. **Consider this line: “Doctors may one day be able to grow new heart cells for people who have suffered heart attacks, for example, or new brain cells for patients who have suffered strokes.” Which central idea of the article does this line support?**
 - A. Studying hydras could help humans live longer.
 - B. Researchers speculate that hydras could live forever.
 - C. Cells are important to all living things.
 - D. There are organisms on Earth that are nearly indestructible.

Name: _____

Constructed-Response Questions

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

7. How is the aging process of a human different from that of a hydra? Support your answer with text evidence.
8. In the introduction, Friedman explains that scientists have one big question in mind as they study the hydra and other animals with similar powers: “Can they teach us how to live forever?” Answer that question using information from the article.

Name: _____

“What Do These Creatures Have in Common?” Quiz

Directions: Read “What Do These Creatures Have in Common?” from the April issue of *Scope*. Then answer the questions below.

1. The author writes, “A passing creature chomps off the creature’s head. Game over, right?” The author is asking if the hydra is _____.
 - A. a failure
 - B. injured
 - C. dead
 - D. aging
2. The section “Death-Defying Powers” helps readers understand _____. Choose **THREE**.
 - A. what cells do
 - B. why humans age
 - C. how hydras avoid death
 - D. how a tardigrade regrows body parts
3. Consider how the word *regenerate* is used in the article. Which word below is most similar in meaning?
 - A. float
 - B. function
 - C. regrow
 - D. protest
4. What is special about a hydra’s cells?
 - A. They are microscopic.
 - B. Most can renew themselves.
 - C. They transport oxygen.
 - D. They have a glass-like coating.
5. Allison Friedman writes, “As we (and most other creatures) age, our cells function less and less well. The result? Skin droops. Muscles weaken. Memories falter.” By “Memories falter,” she means that our memories _____.
 - A. grow sharper
 - B. grow weaker
 - C. become greater
 - D. become scary
6. What is a central idea of the section “Unlocking Secrets”?
 - A. Studying hydras could help humans live longer.
 - B. Researchers speculate that hydras could live forever.
 - C. Cells are important to all living things.
 - D. Humans will one day live forever.

Name: _____

Constructed-Response Questions

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

7. How is the hydra described in the article similar to a hydra from Greek mythology? Support your answer with text evidence.
8. In the introduction, Friedman explains that scientists have one big question in mind as they study the hydra and other animals with similar powers: “Can they teach us how to live forever?” Answer that question using information from the article.

Name: _____

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

Vocabulary

"Anne Frank"

1. **betray** (bih-TRAY) *verb*; As it is used in the article, *betray* means "to expose a person, group, or country to danger by giving information to their enemies."
2. **contempt** (kuhn-TEMPT) *noun*; Contempt is the feeling or attitude that a person or a thing is without value and deserves no respect.
3. **genocide** (JEH-nuh-sahyd) *noun*; Genocide is the killing of a particular group of people because of their ethnicity, nationality, religion, or race, with the intent to destroy that group.
4. **liberate** (LIH-buh-rayt) *verb*; To liberate something or someone is to set them free.
5. **ransack** (RAN-sak) *verb*; To ransack a place is to search it wildly for something in a way that causes disorder or damage, as in "I ransacked my room looking for my other orange sock; now my room looks like a disaster."
6. **regime** (ray-ZHEEM) *noun*; *Regime* means "a government in power" or "a period of rule." It is often used to refer to a government in which the ruler has complete and total power, enforcing strict obedience to authority at the expense of personal freedom.
7. **scapegoat** (SKAYP-goht) *noun or verb*; A scapegoat is a person or group of people blamed for something that someone else has done, as in "Lucy used Eli as a scapegoat. She blamed him for breaking her phone, even though she herself had dropped it on the sidewalk."

As a verb, *scapegoat* means "to make a scapegoat of—in other words, to punish or blame someone for the errors of others."

Name: _____

Vocabulary Practice

"Anne Frank"

Directions: In each row, cross out the word or phrase that doesn't belong.

- | | | | |
|----|------------|-------------|----------|
| 1. | release | liberate | imprison |
| 2. | organize | search | ransack |
| 3. | betray | be disloyal | assist |
| 4. | disrespect | contempt | praise |
| 5. | regime | government | citizen |

Name: _____

Close-Reading Questions

"Anne Frank"

1. What is the mood of the first section? Which words, images, and details create this mood? (mood)

2. According to the article, what factors contributed to Adolf Hitler's rise to power? (cause and effect)

3. How did Anne's diary help her cope with what was happening? (key ideas and details, inference)

4. What kind of person was Anne? To answer, draw on the excerpts from her diary that are included in the article as well as what Kristin Lewis writes about Anne. (inference, characterization)

Name: _____

Critical-Thinking Questions

"Anne Frank"

1. What did Anne's diary mean to her? What has it meant to others?

2. Lewis writes that Anne's diary has been translated into 70 languages and is one of the most read books in the world. Why do you think this is? Why would so many people from so many places be interested in Anne's diary?

3. According to the Anne Frank Museum, the secret annex was not unique. During World War II, 300,000-330,000 people were in hiding in the Netherlands alone. How can this statistic give us hope? Is there anything in the article—much of which does not shed a positive light on human behavior—that can give us hope or inspiration?

4. Poet Maya Angelou once wrote, "History, despite its wrenching pain, cannot be unlived, but if faced with courage, need not be lived again." What does she mean? How does this idea apply to the story of Anne Frank?

Name: _____

Poetry Analysis

“It Is Raining on the House of Anne Frank”

1. Who is the speaker of the poem? What is the speaker doing? (summarizing)
2. How do the tourists feel about visiting Anne Frank's house? Why do you think they feel this way? (inference)
3. Which words and phrases does the poet use to create feelings of darkness, discomfort, and suffering throughout the poem? (author's craft)

Name: _____

4. Consider the words and phrases you listed in Question 3. Do any of them connect to ideas or images you encountered in Lewis's article? Explain. (synthesis)

5. In literature, light is often a symbol of positivity, goodness, and life, while darkness is often a symbol of negativity, evil, and death. Keeping this in mind, what do you think the speaker is saying about Anne and Van Gogh in lines 25-29? (symbolism)

Name: _____

Anne Frank

Directions: Read "Anne Frank" and "It Is Raining on the House of Anne Frank." Then use this planner to help you respond to the prompt that appears at the end of the article and poem.

1. Write down lines from the article that explain what it is about Anne Frank that inspires others.

"Anne Frank"

In a sentence, explain what it is about Anne Frank that inspires others.

2. Write down lines from the poem that explain what it is about Anne Frank that inspires others.

"It Is Raining on the House of Anne Frank"

What is the speaker saying about Anne Frank and Vincent van Gogh in these lines?

Name: _____

Video Discussion Questions

Behind the Scenes: "Anne Frank"

1. One of the central ideas of the video is that even though Anne is a famous figure, she was also an ordinary girl. Give two examples from the video that support this idea.
2. What is likely the intended effect of including a direct quote from Anne in the video (3:22)?
3. Lewis says that the key to her story was finding the right hook (3:34). In your own words, explain why this might have been so important to Lewis.

Name: _____

Paired Texts Quiz

Directions: Read “Anne Frank” and “It Is Raining on the House of Anne Frank” from the April issue of *Scope*. Then answer the questions below.

1. **Together, the sections “A Terrifying Regime” and “The Invasion” _____.**
 - A. describe the day the Franks went into hiding
 - B. provide background information about why the Franks went into hiding
 - C. list the effects of the Franks going into hiding
 - D. explain why Anne kept a diary
2. **Author Kristin Lewis writes, “Antisemitism—prejudice against Jewish people—had been ingrained in European culture for centuries.” Which is the definition of *ingrained*?**
 - A. firmly fixed or established; difficult to change
 - B. viewed or received unfavorably by the public
 - C. not existing before; made, introduced, or discovered recently
 - D. ceasing to exist or be in use
3. **Consider this line: “Hitler fanned the flames of these age-old prejudices until they exploded into violent hatred.” What does the idiom *fan the flames* mean?**
 - A. to make a bad situation or feeling more intense
 - B. to make efforts to improve a difficult situation
 - C. to refuse to take notice of something
 - D. to burn something until it’s gone
4. **Lewis writes, “Hitler and his Nazis seemed like faraway monsters.” This line contains _____ that helps readers understand that _____.**
 - A. a simile; Anne and Margot thought they would be safe in Amsterdam
 - B. a metaphor; Hitler’s power was growing
 - C. a simile; Germany borders the Netherlands
 - D. hyperbole; Anne and Margot missed home
5. **The main purpose of the article is to _____, whereas the main purpose of the poem is to _____.**
 - A. detail the events of World War II; introduce readers to Vincent van Gogh
 - B. describe Anne Frank’s experience during the Holocaust and show the value of her diary; reflect on the experience of visiting the Anne Frank House museum
 - C. convince readers to keep a diary; express feelings about the weather
 - D. compare life in 1942 with life in 2023; pose questions about war
6. **Both “Anne Frank” and “It Is Raining on the House of Anne Frank” support the idea that _____.**
 - A. Anne Frank was a talented writer
 - B. Amsterdam is a beautiful city
 - C. Anne Frank held on to hope during a terrible time
 - D. keeping a diary can help us process our emotions

Name: _____

Constructed-Response Questions

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

7. Why did the Franks decide to leave Germany? Use text evidence to support your answer.
8. In the article's subtitle, Kristin Lewis writes, "Though she [Anne Frank] did not survive, the diary she kept did. Her words would give voice to millions." What does Lewis mean?

Name: _____

Paired Texts Quiz

Directions: Read “Anne Frank” and “It Is Raining on the House of Anne Frank” from the April issue of *Scope*. Then answer the questions below.

1. Which section reveals where the Franks were going during the events described in the article’s introduction?
 - A. “Living in Fear”
 - B. “The Invasion”
 - C. “A Terrifying Regime”
 - D. “Betrayed”
2. Author Kristin Lewis writes, “Antisemitism—prejudice against Jewish people—had been ingrained in European culture for centuries.” The use of the word *ingrained* helps readers understand that these beliefs were _____.
 - A. firmly held
 - B. unpopular
 - C. secret
 - D. changing
3. Consider this line: “Hitler fanned the flames of these age-old prejudices until they exploded into violent hatred.” What does the idiom *fan the flames* mean?
 - A. to make a bad situation or feeling more intense
 - B. to improve a difficult situation
 - C. to ignore something
 - D. to burn something until it’s gone
4. Lewis writes, “Hitler and his Nazis seemed like faraway monsters.” What does this simile help readers understand?
 - A. Anne and Margot thought they would be safe in Amsterdam.
 - B. Hitler’s power was growing.
 - C. Germany borders the Netherlands.
 - D. Anne and Margot missed their home.
5. The main purpose of the article “Anne Frank” is to _____.
 - A. explain how the Allies won World War II
 - B. describe Anne Frank’s experience during the Holocaust and show the importance of her diary
 - C. convince readers to keep a diary
 - D. compare life in 1942 with life in 2023
6. Both “Anne Frank” and “It Is Raining on the House of Anne Frank” support the idea that _____.
 - A. Anne Frank was a talented writer
 - B. Amsterdam is a beautiful city
 - C. Anne Frank held on to hope during a terrible time
 - D. keeping a diary can be helpful

Name: _____

Constructed-Response Questions

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

7. Why did the Franks decide to leave Germany? Use text evidence to support your answer.

8. To give voice to something is to express it in words. For example, if Shaun gives voice to his worries, he expresses his worries through speech or writing.

Kristin Lewis writes that Anne Frank's diary "has given voice to those silenced by the Holocaust." What does Lewis mean?

Paired Texts Contest

Based on the article and the poem, what is it about Anne Frank that inspires others? Answer this question in a well-organized essay. Support your ideas with text evidence. Send your essay to Paired Texts Contest. Three winners will each get *Signs of Survival* by Renee Hartman with Joshua M. Greene.

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

ENTRIES MUST BE RECEIVED BY May 15, 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

"Facing Forever"

- bushwack** (BUSH-wak) *verb*; To bushwhack is to beat or cut a path through dense woods or bushes. Imagine you are hiking through the woods. If you stay on the trail, you are not bushwhacking— but if you go off the trail and have to push your way through dense plants and trees, you are bushwhacking. Bushwhacking is hard work!
- definitively** (duh-FIH-nuh-tiv-lee) *adverb*; The adjective *definitive* means "final or conclusive; settled and not able to be argued about or changed." Let's say your little sister's orange crayon goes missing. Two days later, you find bits of orange crayon in your dog's poop. That would be definitive evidence that your dog ate the orange crayon.

The adverb *definitively* means "done in a way that is definite, complete, final, or absolute." If your mom says definitively that you are not skipping your cousin's wedding to go to a theme park with your friends, there's no point in arguing. You *are* going to that wedding.
- dilapidated** (duh-LA-puh-day-tid) *adjective*; Something that is dilapidated is in very bad condition because of age, wear, or neglect.
- discernible** (dih-SUR-nuh-buhl) *adjective*; Something that is discernible is noticeable—it can be perceived by one of the five senses or by the mind. If Faith has been practicing juggling for six weeks but has shown no discernible improvement, she has not improved in a way that anyone can see. If your friend's laughter is discernible above the noise of the crowd, you can hear his laughter over all the other sounds in the room.

5. **impeccable** (im-PEH-kuh-buhl) *adjective*; If something is impeccable, it has no flaws. It's free from fault, error, or blame. If William speaks impeccable French, his French is perfect. If Aliyah says the service at the new restaurant is impeccable, she means the service couldn't be any better. If Jake's sneakers are impeccable, they look brand-new; there's not a speck of dirt on them.

6. **oasis** (oh-AY-suhs) *noun*; *Oasis* can refer to a green area in a desert—an area where plants are growing and there is water either above or below the ground.

Oasis can also refer to anything or anywhere that provides relief or pleasant change from somewhere busy, loud, or stressful. A park in the middle of a big city could be called an oasis. If your home is buzzing with activity and noise, your bedroom might provide an oasis—a place you can go for some peace and quiet.

Close-Reading Questions

“Facing Forever”

1. What does the name of the travel park refer to? (allusion)
2. What can you infer from Nathan's reaction to the name Maggie chooses? (inference)
3. What mood is the author creating in this paragraph? (mood)

4. Why is this an important moment for Nathan? What knot is starting to loosen?
(character)

5. What does this detail tell you about Dr. Brewster? (figurative language)

6. What is Nathan realizing? (inference)

7. What home is Nathan referring to? (inference)

Name: _____

Critical-Thinking Questions

"Facing Forever"

1. Why do you think Nathan decides to take Boo home at the end of the story? Do you think Nathan made the right choice? Why or why not?

2. Would you bathe in the stream if given the chance?

3. Compare how Maggie and Nate react to the death of Grandpa Lou and to the idea of leaving Boo. What point might the author be making by presenting these contrasting characters?

Name: _____

Nathan's Decision

Directions: Read "Facing Forever." Then answer the questions in this activity to help you respond to the prompt that appears at the end of the story.

1. In the first two sections of the story, how is Grandpa Lou's death affecting Nathan? How do you know?	2. How does the trip to the vet's office affect Nathan's feelings about adopting Boo? Why?	3. In what way are Nathan's feelings about not wanting to keep Boo connected to Grandpa Lou's death?

4. What decision does Nathan make at the end of the story? Does he decide to keep Boo or leave him at the campground?	5. How does remembering what Grandpa Lou said affect Nathan’s decision?	6. How does Nathan change throughout the story? What does he come to realize about death?

CHOICE BOARD

"FACING FOREVER"

Why does Nate struggle to make the decision he makes at the end of the story? Why does he make the choice he does? Answer both questions in a well-organized essay.

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

Choose another character from the story and retell the story from that character's point of view.

Think about another story or film that explores the idea of immortality. Then compare it with this story. What big idea about immortality does each express?

Write the story of how Boo came to live at the Fountain of Youth.

Name: _____

CONTEXT CLUES CHALLENGE

Directions: Read "Facing Forever." Then complete the activity below to practice figuring out word meanings and making sense of what you read using context clues. (Context clues are hints found within a sentence, paragraph, or passage that a reader can use to understand the meanings of new or unfamiliar words.)

1 Read this excerpt from the story:

"When I came back outside that evening, Boo was still there. He followed close as we explored the campground. It was strangely **desolate**. A gust of wind blew the rusty playground swings back and forth, making a creaking sound."

Based on context clues, circle other words you might use to describe a desolate place:

deserted

empty

joyless

cheery

crowded

dreary

2 Find two words the author uses to refer to the swamp's plants and trees. Write them here:

3 Read this line from the story:

"I plunged in after him, stumbling over twisting tree roots **protruding** from the ground."

Use context clues to determine the meaning of *protruding*. In the box below, draw tree roots that are protruding from the ground.

4 Read these lines from the story:

"**Gingerly**, he eased himself into the water."

"I opened the RV door to let Boo out, but he just stared up at me and whined. 'Go on,' I said softly. Finally, he hopped out **reluctantly**, and I watched him slowly walk across the park and disappear into the trees."

One of the bolded adverbs above means "with great care or caution." The other means "in an unwilling or hesitant way." Based on context clues, decide which adverb goes with which definition. Then answer questions A and B.

A. Why does Boo ease himself into the water gingerly?

B. Why does Boo hop out of the RV reluctantly?

5 Read this line from the story:

"A wall of swamp fog had crept in from the forest, **enveloping** the parking lot entirely. I couldn't even see the playground."

Note that the verb *envelop* is related to the noun *envelope*. Think about what an envelope does, then write a definition for the verb *envelop*.

Name: _____

MAKING INFERENCES

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

Directions: Answer the questions or follow the directions that appear in italics to fill in the chart.

Clues	Inference
<p>1. Consider these lines from the first section of the story:</p> <p>Dad said we needed this vacation, especially Mom, after everything that had happened. Maybe so, but I didn't see how driving from Maryland to Florida would make things right. I didn't see how it would make things the way they used to be.</p> <p>Then thinking about home made me think about who wasn't there anymore, and my throat tightened.</p>	<p><i>Based on these lines, what might have happened that caused Nathan's family to need a vacation?</i></p>
<p>2. Consider these lines from later on in the story:</p> <p>Maggie wrapped her arms around the dog's neck. "He's mine," she said. "I'm naming him Boo."</p> <p>Boo was Maggie's nickname for Grandpa Lou. Suddenly, I felt a thunderstorm brewing in my stomach.</p> <p>I got up and ran into the RV.</p> <p>"Sorry!" Maggie called out.</p>	<p><i>What can you infer from Nathan's reaction to the name Maggie chooses? Why does he run away? Why does Maggie apologize?</i></p>

Clues	Inference
<p>3. Find three pieces of text evidence that support the inference on the right.</p>	<p>The oasis in the middle of the swamp is the Fountain of Youth.</p>
<p>4. Consider the story's ending:</p> <p>Boo emerged from the fog, eyes shining, tail wagging. I knelt beside him and buried my face in his damp fur. "Come on," I whispered. "Let's go home."</p>	<p>What home is Nathan referring to?</p>

Name: _____

“Facing Forever” Quiz

Directions: Read “Facing Forever” from the April issue of *Scope*. Then answer the questions below.

1. **At the beginning of the story, Nathan is characterized as _____.**
 - A. grief-stricken
 - B. hopeful
 - C. furious
 - D. terrified
2. **Which lines support your answer to Question 1? Choose THREE.**
 - A. “I didn’t see how driving from Maryland to Florida would make things right.”
 - B. “Then thinking about home made me think about who wasn’t there anymore, and my throat tightened.”
 - C. “I pulled Maggie a bit closer and squinted into the fog.”
 - D. “Going to an amusement park seemed like the wrong thing to do somehow.”
3. **Consider how Nathan describes the campground: “It was strangely desolate. A gust of wind blew the rusty playground swings back and forth, making a creaking sound.” Which of the following could also be described as *desolate*?**
 - A. a river bank teeming with wildlife
 - B. a crowded city street
 - C. a theater full of people
 - D. an abandoned building
4. **Which of the following is NOT a way the author develops the idea that the stream Nathan and Boo visit is the Fountain of Youth?**
 - A. by giving Boo dog tags from 1947
 - B. by describing the water as cold
 - C. by describing Boo as acting “like a puppy” when he emerges from the stream
 - D. by explaining that the water heals the cuts on Nathan’s feet
5. **What is the main reason Nathan decides to bring Boo home with him?**
 - A. Nathan realizes that a life spent with a loving family is more important than immortality.
 - B. Boo is desperately in need of food and shelter.
 - C. Nathan feels bad that he broke his word to his sister.
 - D. Nathan thinks bringing Boo home will make his parents happy.
6. **Which of the following ideas are developed in the story? Choose TWO.**
 - A. The most important things in life are love and family.
 - B. It can take time to heal from a loss.
 - C. People have more in common than they have differences.
 - D. One day, humans will discover the secret to immortality.

Name: _____

Constructed-Response Questions

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

- When Mom learns that Boo’s dog tags were registered in 1947, she jokes that maybe Boo found the Fountain of Youth. Nathan says, “Everyone laughed—except me. A strange feeling was washing over me . . .” Why does everyone laugh except for Nathan? Support your answer with text evidence.
- Describe how Nathan changes over the course of the story. Explain why this change takes place. Use details from the story to support your answer.

Name: _____

“Facing Forever” Quiz

Directions: Read “Facing Forever” from the April issue of *Scope*. Then answer the questions below.

1. **At the beginning of the story, Nathan feels _____.**
 - A. sad
 - B. hopeful
 - C. angry
 - D. scared
2. **Which lines support your answer to Question 1? Choose THREE.**
 - A. “I didn’t see how it would make things the way they used to be.”
 - B. “Then thinking about home made me think about who wasn’t there anymore, and my throat tightened.”
 - C. “I opened the RV door to let Boo out, but he just stared up at me and whined.”
 - D. “Going to an amusement park seemed like the wrong thing to do somehow.”
3. **Consider how Nathan describes the campground: “It was strangely desolate. A gust of wind blew the rusty playground swings back and forth, making a creaking sound.” Context clues reveal that *desolate* means _____.**
 - A. beautiful and wild
 - B. cheerful and pleasant
 - C. terrifying and intense
 - D. empty and abandoned
4. **Which line below does NOT help develop the idea that the stream Nathan and Boo visit is the Fountain of Youth?**
 - A. “I looked up and saw Boo prancing toward me with a stick in his mouth, like a puppy.”
 - B. “I buried my face in wet dog fur and felt the tight knot that had been twisted up inside me for weeks start to loosen.”
 - C. “The skin on my feet was completely healed—new as a baby’s.”
 - D. “‘According to these tags, this dog is 75 years old. The tags were registered to a dog named Roscoe in 1947.’”
5. **Grandpa told Nathan, “I’ve had a long life. . . . A life filled with love and family. What more could I ask for?” These words help Nathan decide _____.**
 - A. to take Boo home with him
 - B. to search for Boo’s original family
 - C. to be nicer to his sister
 - D. that the stream is definitely the Fountain of Youth
6. **Which of the following ideas are developed in the story? Choose TWO.**
 - A. The most important things in life are love and family.
 - B. It can take time to heal from a loss.
 - C. People have more in common than they have differences.
 - D. One day, humans will discover the secret to living forever.

Name: _____

Constructed-Response Questions

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

7. When Mom learns that Boo’s dog tags were registered in 1947, she jokes that maybe Boo found the Fountain of Youth. Nathan says, “Everyone laughed—except me. A strange feeling was washing over me . . .” Why does everyone laugh except for Nathan? Support your answer with text evidence.
8. How is Nathan feeling at the beginning of the story? How have his feelings changed by the end? Use details from the story to support your answer.

Facing Forever Contest

Why does Nathan struggle to make the decision he makes at the end of the story? Why does he make the choice he did? Answer both questions in a well-organized essay. Send your work to Facing Forever Contest. Three winners will each get *The Alchemyst* by Michael Scott.

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

ENTRIES MUST BE RECEIVED BY May 15, 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: _____

ROOT POWER

PART 1: MEANING

In this issue's "Root Power," you learned the Latin root *mal*, which means *bad* or *evil*. Did you figure out the meanings of the words with this root? Look at the comic 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 *mal*.



mal

WORD	MEANING
malodorous (mal-OH-der-uhss; <i>adjective</i>)	
malfunctioning (mal-FUHNK-shuhn-ing; <i>verb or adjective</i>)	
malevolent (muh-LEHV-uh-luhnt; <i>adjective</i>)	
malign (muh-LYNE; <i>verb or adjective</i>)	
malcontent (mal-kuhn-TENT; <i>noun or adjective</i>)	

**PART 2:
PRACTICE**

Answer the questions below.

1. Name something you find malodorous. _____

2. List three malevolent characters from books or movies.

3. Draw a picture of a washing machine that is malfunctioning. 



4. Circle adjectives you could use to describe a malcontent.

unhappy

complaining

grateful

unsatisfied

pleased

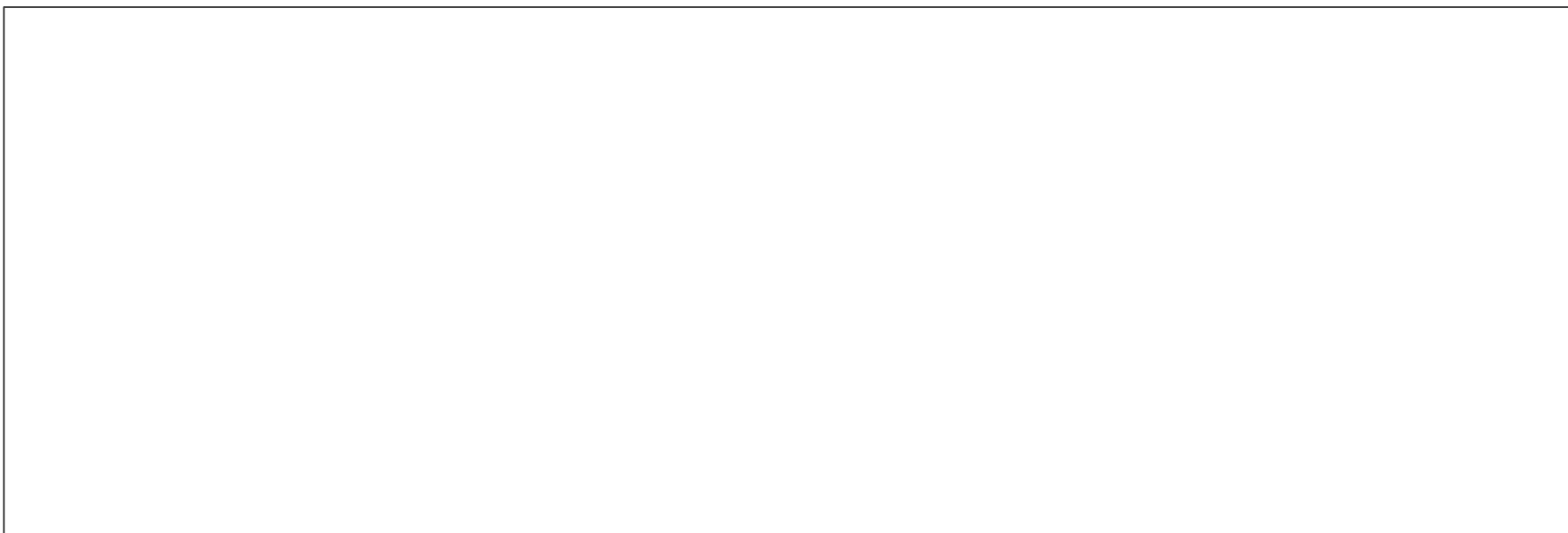
5. Which is an example of maligning someone?

- a. spreading a cruel rumor about them
- b. giving them a compliment

**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 *mal*. Write it here: _____
 2. Write a sentence using that word that makes the meaning of the word clear. (For example, the sentence "It was malodorous" does not make the meaning of *malodorous* clear. Give some context clues!)
- _____
- _____
3. Draw a picture that shows the word's meaning.



Root Power Contest

Read “The Secret Files of Dr. Maliver.” 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 *mal*. **3.** Write a sentence using that word and draw a picture that shows the word’s meaning. **4.** Send your work to Root Power Contest. 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: _____

Parent’s or legal guardian’s phone number: _____

Teacher’s name: _____ Teacher’s email: _____

School name: _____

School mailing address: _____

City: _____ State: _____

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

Parent’s or legal guardian’s signature:

X _____

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

ENTRIES MUST BE RECEIVED BY May 15, 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.*