

Name: _____

LESS OR FEWER?

Less and **fewer** are easy to mix up. Here's what you need to know to use them correctly:

LESS

Use **less** with things that CANNOT be counted individually, like love or air.

Also use it when referring to time, money, and distance.

I should eat less sugar.

I have less trouble with multiplication than with decimals.

I have less than \$10 in my wallet.

FEWER

Use **fewer** with items that CAN be counted, like books or potatoes.

I should eat fewer donuts.

I completed fewer division problems than Rachel did.

Fewer than 10 people showed up.

Directions: Write the correct word—*less* or *fewer*—in each blank below.

1. There are _____ than 2,000 giant pandas left in the wild.
2. The show costs _____ than \$20.
3. We had _____ snow last winter than we had the year before.
4. _____ people read newspapers today than in the past.
5. The train station is _____ than two miles from here.
6. Tara scored _____ goals than Jane in last week's soccer game.

Directions: Write one sentence using *less* and one sentence using *fewer*.

7. _____
8. _____

WOULD YOU EAT VOLCANO PIZZA?

IT'S COOKED WITH THE SEARING HEAT OF LAVA!

Directions: Circle the correct word in each bolded pair.

Piping-Hot Pizza

There's nothing quite like sinking your teeth into a slice of piping-hot, cheesy pizza. So perhaps it's not surprising that no **less/fewer** than 3 billion pizzas are sold in the U.S. every year, according to estimates.

When you get the craving, you can have a pizza delivered, toss a frozen one in the oven, or make your own. Or if you want something a little different, you can go to Pizza Pacaya in Guatemala. The restaurant's pizza isn't cooked in an oven. It's cooked on an active volcano!

Lava Streams

Pacaya volcano towers some 8,300 feet above sea level. It frequently belches out ash and oozes streams of lava. Large eruptions are rarer—they occur **less/fewer** than once a decade, on average. Accompanied by a guide, visitors are welcome to explore Pacaya's many wonders. Now, they can feast on pizza while they're at it, thanks to chef Mario David García Mansilla.

Wearing protective clothing, García Mansilla uses heat from Pacaya's slowly flowing lava to bake his pizzas. The pies are often ready in **less/fewer** than 10 minutes—no surprise given that they're cooked on rocks that can reach 1,800 degrees Fahrenheit!

You Have to Taste It

Ready to try volcano pizza? At about 300 quetzales, your guided hike to García Mansilla's table will cost **less/fewer** than \$40. You'll also need \$35–\$55 for the pizza.

You might expect Pizza Pacaya to offer **less/fewer** topping choices than a regular pizzeria, but in fact, it offers everything from onions, peppers, and olives to salami and chorizo. García Mansilla hauls the ingredients and equipment up the volcano himself.

So what does volcano pizza taste like? "You can't describe it," says García Mansilla. "You have to taste it." Yes, please!

Name: _____

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

Vocabulary

"Chasing the Wind"

1. **convert** (kuhn-VURT) *verb*; As it is used in the article, *convert* means "to change from one form, use, or function to another." The temperature at which water (a liquid) converts to ice (a solid) is 32 degrees Fahrenheit. Solar panels convert the sun's energy into electricity.
2. **deplete** (dih-PLEET) *verb*; To deplete something is to use it up or empty it out, as in "Buying a bike depleted Tim's savings."
3. **generator** (JEH-nuh-ray-tuhr) *noun*; A generator is a machine that uses moving parts to make electricity. Generators make an electric current by spinning a coiled wire between the two poles of a magnet. When the wire spins inside the magnetic field created by the magnet, an electric current flows through it.

There are many different types of generators, from very small ones that create just the tiny amount of electricity needed to power a small light like you might see on a bicycle to enormous ones inside power plants that create enough electricity to power entire cities.

Generators are also used to convert the energy from a windmill's spinning blades into electricity.

4. **outfit** (OWT-fit) *noun or verb*; As a noun, *outfit* can mean "a set of clothes worn together, often for a particular occasion or purpose," as in "I like the outfit you wore to the party."

Outfit can also mean "the equipment used in any job or activity." For example, a scuba outfit includes items like a tank, a wet suit, flippers, and a mask.

As a verb, *outfit* means "to provide with something for a particular purpose; to supply or equip." On a field trip to a state park, your teacher might outfit you and your classmates with trail maps, sunscreen, and water.

5. **pore (por)** *noun or verb*; As a noun, *pore* means "a tiny hole that lets liquid or gas through." Sweat comes out of your body through the pores on the surface of your skin.

As a verb, *pore* means "to read or study something very carefully." When used this way, *pore* is usually used with *over*, as in "Gabriel pored over his notes for hours in preparation for the final exam."

6. **prestigious (preh-STIH-juhs)** *adjective*; The noun *prestige* (preh-STEEZH) means "importance in the eyes of other people."

If something is prestigious, it inspires respect and admiration; it has high status. An Olympic medal is a prestigious award. Suzanne Collins, author of the Hunger Games and the Underland Chronicles series, is a prestigious author.

Name: _____

Vocabulary Practice

"Chasing the Wind"

Directions: Choose the best answer to each question.

1. Which word is most similar in meaning to *prestigious*?
 - a. unknown
 - b. difficult
 - c. unusual
 - d. respected

2. Ian pored over the menu before ordering. In other words, he _____.
 - a. read it carefully
 - b. glanced at it
 - c. spilled water on it
 - d. skimmed it

3. Which word is most similar in meaning to *convert*?
 - a. grow
 - b. change
 - c. trade
 - d. fix

4. Maria says that the water in the lake has been depleted. She means _____.
 - a. the water has been polluted
 - b. the water has been frozen
 - c. the water has been emptied out
 - d. the water has been cleaned

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

5. After the **generator** stopped working,

6. Our family's new car is **outfitted** with

Name: _____

Close-Reading Questions

"Chasing the Wind"

1. Which section of the article continues the story that Friedman begins to tell in the introduction? Why might Friedman have structured her article in this way? (text structure, author's craft)

2. What is the purpose of the section "Lighting the World"? (text structure, key ideas and details)

3. In your own words, explain what "energy poverty" is. (key ideas and details)

4. Why is wind power a good source of energy in areas like William's? (key ideas and details)

5. Consider the following quote from William: "I did it . . . And I'm going bigger now. Just wait and see!" What does this quote tell you about William? (inference)

Name: _____

Critical-Thinking Questions

"Chasing the Wind"

1. A goal of William's nonprofit is to inspire young changemakers to come up with solutions to problems in their communities. Are there any problems in your community that you'd like to solve? How might you start trying to solve them?
2. William says that humor and curiosity are the most important qualities for a problem solver to have. What other qualities do you think would be important? Why?
3. In what ways, if any, do you think differently about electricity after reading this article? About energy sources? About your education?

Name: _____

William’s Windmill

Directions: Read “Chasing the Wind.” Then use this planner to help you respond to the prompt that appears at the end of the article.

Record text evidence that shows how William impacted his ...

Psst! To impact something is to have a strong effect on it.

FAMILY	VILLAGE	COUNTRY

CHOICE BOARD

"CHASING THE WIND"

In a well-organized essay, explain the impact William Kamkwamba has had on his family, his village, and his country. Use text evidence.

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

Write a letter to William Kamkwamba about how reading his story impacted you.

Based on information in the article and text features as well as your own ideas, make an infographic titled "How To Be a Problem Solver."

Imagine that the article is being turned into a nonfiction graphic novel. Design the cover of the graphic novel. Be sure to include an illustration, title, and tag line that will inspire your readers to read the story.

Name: _____

Video Discussion Questions

Three Questions for William Kamkwamba

1. William says that he wished he had mentors as he was building his windmill. Based on information from the video, what is a mentor? Why do you think William wanted one?

2. William says, "I believe that anybody can be innovative. Talent is universal, but opportunities are not." What does he mean?

3. If you could go work at William's innovation center, what problem would you try to solve? Why?

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 “Chasing the Wind.”

1. Who is the article mainly about?
2. What problem(s) does the subject of the article face?
3. How does the subject of the article solve the problem(s)?
4. What happens as a result?
5. What is the subject of the article doing today?

Summary of “Chasing the Wind”

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 "Chasing the Wind."

<p>Author Allison Friedman's narrative nonfiction article "Chasing the Wind" is about _____</p> <p>William grew up in a rural village in Malawi that _____</p> <p>_____ Then a drought caused _____</p> <p>_____</p> <p>Unfortunately, William's family couldn't afford his school fees after this difficult time. But William continued his education by _____</p> <p>_____</p> <p>One day while reading a book about different kinds of energy sources, he had an idea: _____</p> <p>_____</p> <p>William spent months building his windmill out of scrap materials. The windmill worked, filling his family's house with light. Eventually, he _____</p> <p>_____</p> <p>He achieved his goal of building an even bigger windmill, as well as a solar-powered pump, to pipe water to his family's farm. Today _____</p> <p>_____</p> <p>_____</p>	<p><i>Begin with a topic sentence that tells who the article is mainly about.</i></p> <p><i>What did William's village not have access to?</i></p> <p><i>How did the drought affect William's father? How did it affect Malawi?</i></p> <p><i>How did William keep learning?</i></p> <p><i>What did William want to build? Why?</i></p> <p><i>What opportunities opened up for William after news of his windmill spread?</i></p> <p><i>What is William's village like today? What is William working on?</i></p>
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Name: _____

FINDING AND USING TEXT EVIDENCE

Directions: Read "Chasing the Wind." Then complete this activity to practice finding and using text evidence.

Let's get started!



1. Circle a piece of text evidence that supports the claim below.

Claim

Wind power is a clean energy source.

Claim

A. “Even better, he could use a windmill to power a pump that would pipe water to his family’s maize fields.”

B. “Even for those who do live within range, the electrical grid can be unreliable, and getting connected to it can be difficult and expensive.”

C. “And just as he’d dreamed, he was able to build a bigger windmill—and a solar-powered pump—to pipe water to his family’s farm and garden.”

D. “Unlike producing energy from fossil fuels, producing energy from wind does not create harmful gases that contribute to climate change.”

2. Read the lines below from the articles. Then write a claim that they both support.

Text Evidence 1:

“As the school year started without him, William was determined to keep learning. He frequently visited a new public library near his village to check out the same textbooks that students his age were reading in school.”

Text Evidence 2:

“Growing up without TV or video games, William entertained himself by taking apart devices like radios to see how they worked. He dreamed of becoming a scientist. ‘I was filled with the desire to understand, and the questions never stopped coming,’ he later wrote in his memoir.”

Claim



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

Claim

While building his windmill, William was resourceful.

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 impact has William had on his village?

Tips

- State your claim.
- Support your claim with a piece of text evidence. (*As author Allison Friedman explains, ____.*)
- Explain how the evidence supports your claim. (*Clearly, ____.*)

Your Paragraph

Name: _____

FINDING TEXT EVIDENCE

Directions: Read "Chasing the Wind." Then complete this activity to practice finding evidence.

Let's get started!



1. Circle a piece of text evidence that supports the claim below.

Claim

Wind power is environmentally friendly.

Claim

A. “Even better, he could use a windmill to power a pump that would pipe water to his family’s maize fields.”

B. “Even for those who do live within range, the electrical grid can be unreliable, and getting connected to it can be difficult and expensive.”

C. “And just as he’d dreamed, he was able to build a bigger windmill—and a solar-powered pump—to pipe water to his family’s farm and garden.”

D. “Unlike producing energy from fossil fuels, producing energy from wind does not create harmful gases that contribute to climate change.”

2. Read the lines below from the articles. Circle the claim they both support.

Text Evidence 1:

“As the school year started without him, William was determined to keep learning. He frequently visited a new public library near his village to check out the same textbooks that students his age were reading in school.”

Text Evidence 2:

“Growing up without TV or video games, William entertained himself by taking apart devices like radios to see how they worked. He dreamed of becoming a scientist. ‘I was filled with the desire to understand, and the questions never stopped coming,’ he later wrote in his memoir.”

Claim

A. William has had a positive impact on his village and country.

B. William has a curious mind.

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

Claim

While building his windmill, William was resourceful.

Claim

Text Evidence:

Psst! Resourceful means "having the ability to find clever ways to overcome difficulties."

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 "Chasing the Wind."

1. Study the photo and maps on page 6. Explain what these text features tell you about Malawi.

2. What does the sidebar "Electrifying the World" help readers understand about electricity? How might this connect to windmills?

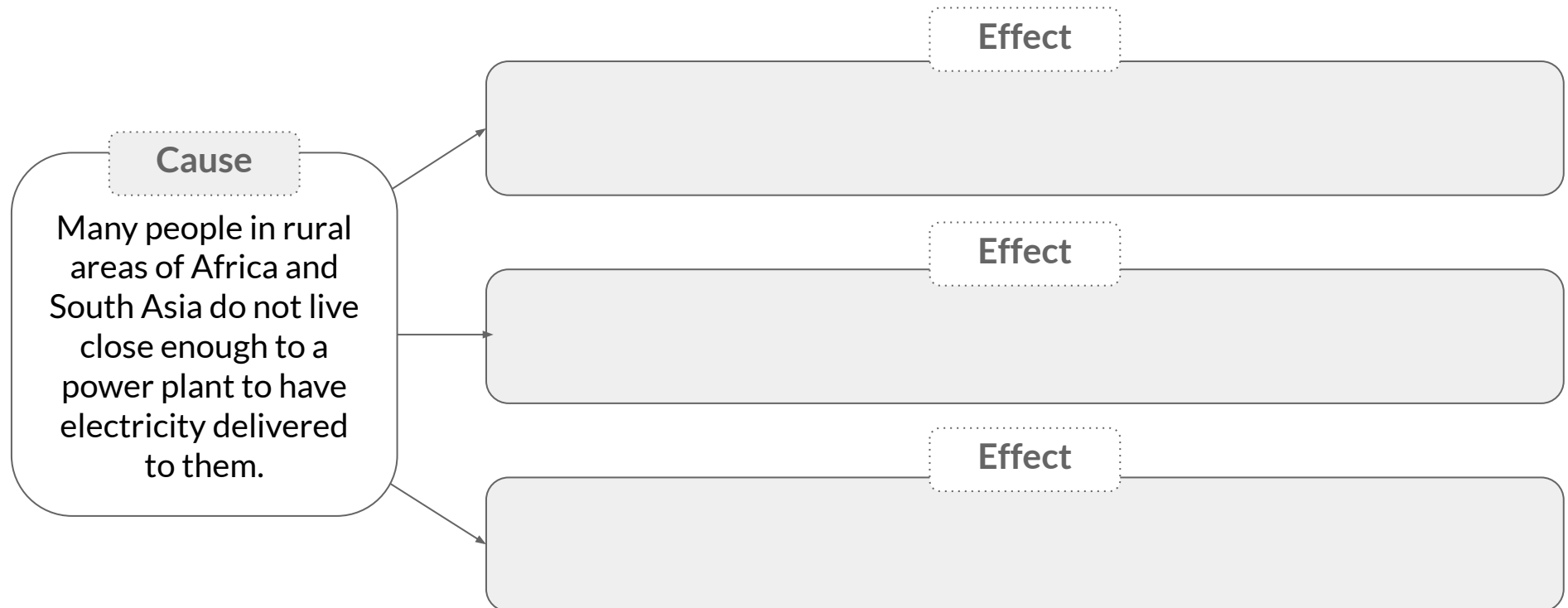
3. Read William's advice in the sidebar "How to Be a Problem Solver." Then make a list of character traits to describe William based on his advice.

Name: _____

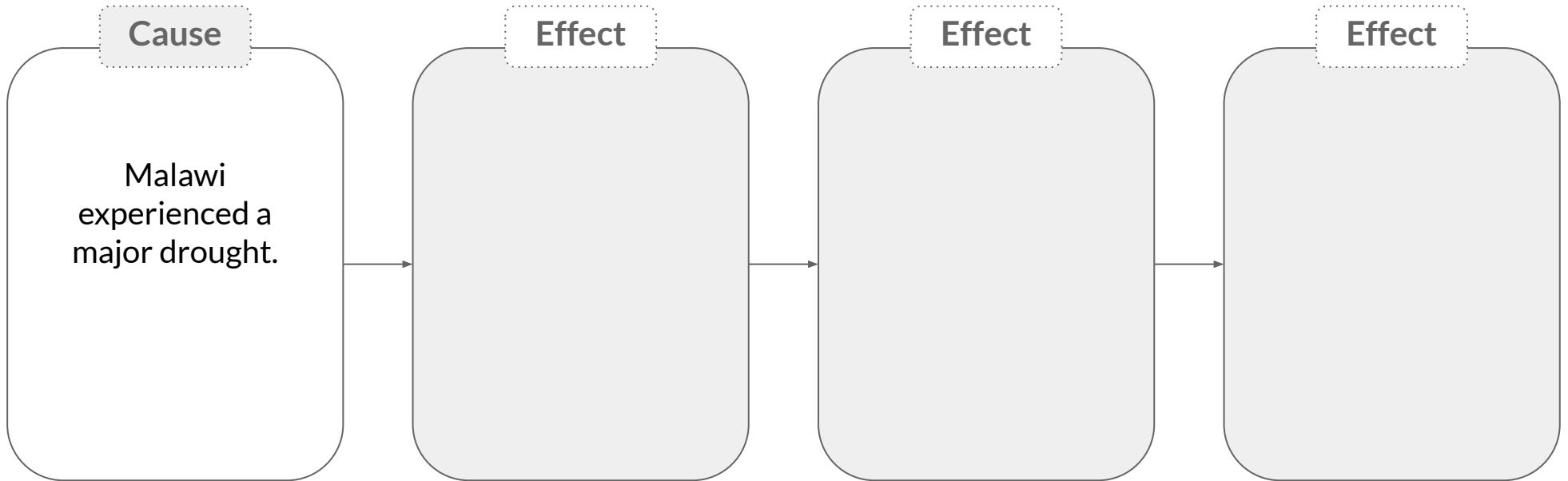
EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, PROBLEM/SOLUTION, DESCRIPTION

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

Cause and Effect



Cause and Effect



Problem and Solution

Complete the problem/solution pairs below.

Problem 1

William's family was dependent on rain to water his family's maize fields.

Solution 1

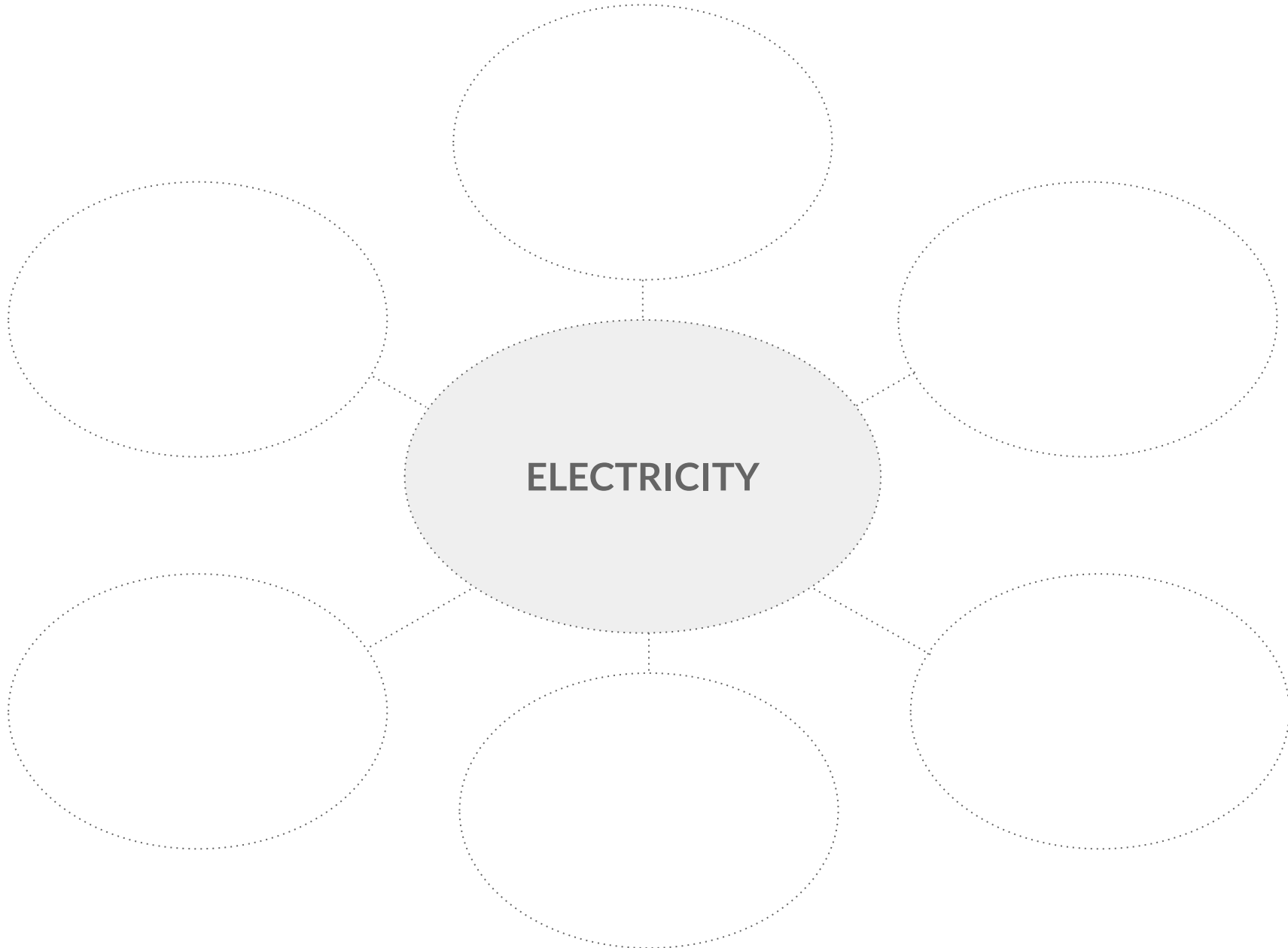
Problem 2

William couldn't afford to purchase materials to build his windmill.

Solution 2

Description

**What did you learn about the topic of electricity?
Fill in the graphic organizer below.**

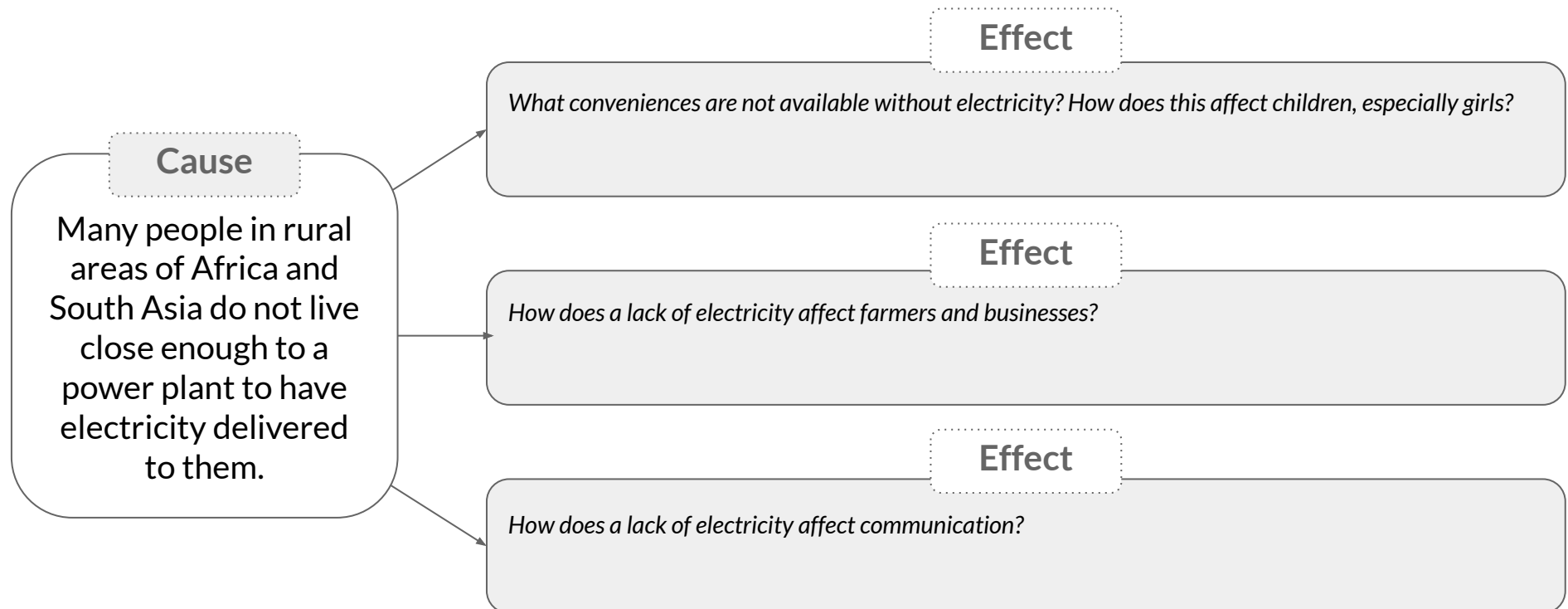


Name: _____

EXPLORING TEXT STRUCTURE: CAUSE/EFFECT, PROBLEM/SOLUTION, DESCRIPTION

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

Cause and Effect



Cause and Effect

Cause

Malawi
experienced a
major drought.

Effect

*What happened to farmers'
crops?*

Effect

*What happened when
people across Malawi didn't
have maize?*

Effect

*How did these problems
ultimately affect William?*

Problem and Solution

Complete the problem/solution pairs below.

Problem 1

William's family was dependent on rain to water his family's maize fields.

Solution 1

Problem 2

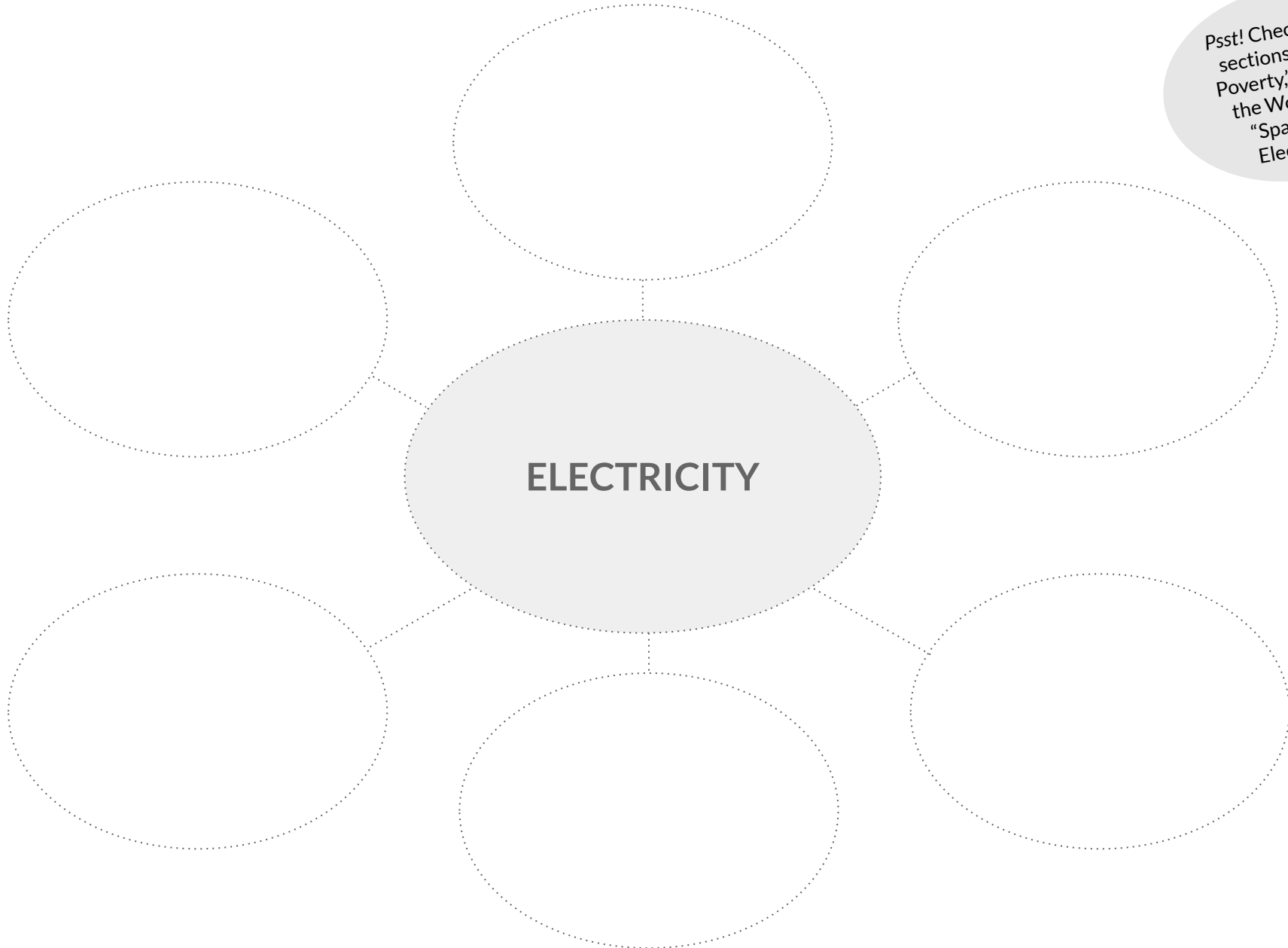
William couldn't afford to purchase materials to build his windmill.

Solution 2

Description

**What did you learn about the topic of electricity?
Fill in the graphic organizer below.**

Psst! Check out the sections "Energy Poverty," "Lighting the World," and "Sparked by Electricity."



Name: _____

“Chasing the Wind” Quiz

Directions: Read “Chasing the Wind” from the May issue of *Scope*. Then answer the questions below.

1. The author writes, “William had been working on the windmill for months—rummaging for odds and ends in a scrapyard.” All the words below are similar in meaning to *rummage* EXCEPT which?
 - A. comb
 - B. forage
 - C. scour
 - D. purchase
2. Consider this line: “His machine rumbled and groaned, like a caged beast waiting to be set free.” This line contains _____.
 - A. a simile that reveals how expensive William’s machine was
 - B. a simile that shows how powerful William’s machine was
 - C. personification that suggests how large William’s machine was
 - D. hyperbole that emphasizes how damaged William’s machine was
3. The author explains that “wind power is what’s known as a clean, renewable energy source.” Which line provides context for the meaning of *renewable*?
 - A. “Even better, he could use a windmill to power a pump that would pipe water to his family’s maize fields.”
 - B. “When the wind spun the blades, the bicycle’s wheel would start turning, and the dynamo would produce electricity.”
 - C. “Plus, wind will always blow, so it can’t be depleted.”
 - D. “One day, a book called *Using Energy* caught his eye.”
4. The main purpose of the section “Sparked by Electricity” is to _____, while the main purpose of the section “A Treasure Trove” is to _____.
 - A. explain why William couldn’t attend school when he was 13; explain why fossil fuels are harmful
 - B. describe the challenges of growing maize in Malawi; explain how bicycle lights work
 - C. explain why William decided to build a windmill; explain how William built his windmill
 - D. compare various fossil fuels; show William’s confidence in his windmill
5. What lessons can be learned from William’s story? Choose THREE.
 - A. Education can take place outside a school’s walls.
 - B. Persevering in the face of obstacles pays off.
 - C. Creativity and resourcefulness are important in solving problems.
 - D. Friends can help you through life’s most difficult times.
6. Which detail would be LEAST important to include in a summary of the article?
 - A. William did not watch TV or play video games as a kid.
 - B. William built a windmill to light his home and power a pump that carried water to his family’s farm.
 - C. A drought destroyed crops and Malawi suffered through a famine.
 - D. William found the materials to build his windmill in a scrapyard.

Name: _____

Constructed-Response Questions

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

7. How can energy poverty affect people and communities? Support your answer with text evidence.
8. Support the following claim using text evidence: *Resourcefulness is one of William's great strengths.*

Name: _____

"Chasing the Wind" Quiz

Directions: Read "Chasing the Wind" from the May issue of *Scope*. Then answer the questions below.

1. The author writes, "William had been working on the windmill for months—rummaging for odds and ends in a scrapyard." *Rummaging* most closely means _____.
 - A. buying
 - B. covering
 - C. exchanging
 - D. searching
2. Consider this line: "His machine rumbled and groaned, like a caged beast waiting to be set free." This simile shows how _____ William's machine was.
 - A. dangerous
 - B. powerful
 - C. damaged
 - D. complicated
3. The author describes wind energy as renewable. She means that wind energy _____.
 - A. is expensive
 - B. is difficult to capture
 - C. can't be used up
 - D. is a new technology
4. The main purpose of the section "Sparked by Electricity" is to show _____.
 - A. the history of windmills
 - B. why fossil fuels are harmful
 - C. why William decided to build a windmill
 - D. why William couldn't attend school
5. What lessons can be learned from William's story? Choose THREE.
 - A. Education can take place outside a school's walls.
 - B. Young people have the power to change the world.
 - C. Creativity and resourcefulness are important in solving problems.
 - D. Friends can help you through life's difficult times.
6. Which detail would be LEAST important to include in a summary of the article?
 - A. William did not watch TV or play video games as a kid.
 - B. William built a windmill to light his home and power a pump that carried water to his family's farm.
 - C. A drought destroyed crops and Malawi suffered through a famine.
 - D. William found the materials to build his windmill in a scrapyard.

Name: _____

Constructed-Response Questions

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

7. What is one way that energy poverty can affect a community? Support your answer with text evidence.

8. *Resourceful* means “having the ability to find quick and clever ways to overcome difficulties.” How was William resourceful? Use text evidence to support your answer.

Chasing the Wind Contest

In a well-organized essay, explain the impact William Kamkwamba has had on his family, his village, and his country. Use text evidence. Send your work to Chasing the Wind Contest. Three winners will each get *The Boy Who Harnessed the Wind* by William Kamkwamba and Bryan Mealer.

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 June 19, 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 Necklace

1. **abject** (AB-jekt) *adjective*; As it is used in the play, *abject* means “existing in a low condition.”
Abject is very bad or severe; the worst kind.

Imagine that Cristina trained really hard for the big gymnastics meet, and then she spent the weekend of the meet at home with a sprained ankle. Cristina might spend the weekend in abject misery.

2. **aghast** (uh-GAST) *adjective*; To be aghast is to be filled with horror, shock, or dismay. Nolan might be aghast to discover that his puppy had chewed up his favorite pair of sneakers.

3. **appointed** (uh-POIN-ted) *adjective*; As it is used in the play, *appointed* means “provided with furnishings and equipment.” A band room with plenty of music stands, microphones, comfortable chairs, a mini-fridge full of snacks and drinks, and a wide variety of instruments is well-appointed.

4. **dilapidated** (duh-LA-puh-day-tid) *adjective*; Something that is dilapidated is in a state of decay or ruin because of age, wear, or neglect.

If an abandoned building has a lot of broken windows and its roof is caving in, it is dilapidated.

5. **fickle** (FIH-kuhl) *adjective*; *Fickle* means “changeable, not constant; likely to change suddenly for no good or clear reason.”

If Pickles the cat is friendly to you one moment and hisses at you or ignores you the next moment, you might say that Pickles is fickle.

6. **sumptuous** (SUMP-shuh-wuhs) *adjective*; Something that is sumptuous is very expensive and of high quality—it's luxurious and magnificent. A sumptuous meal might include rich sauces and fancy desserts. Hearst Castle was once the sumptuous home of millionaire William Randolph Hearst.

7. **unsavory** (uhn-SAY-vuh-ree) *adjective*; *Unsavory* means morally offensive, as in "The villain of the movie is an unsavory character who threatens to tell people's secrets if they don't pay him."

Unsavory also means "disagreeable to taste, smell, or look at," as in "I found the day-old tuna sandwich unsavory; it was soggy, stinky, and gross."

Name: _____

Vocabulary Practice

The Necklace

Directions: Choose the best answer to each question.

1. Which item is the most sumptuous?
 - a. a backpack that holds all your stuff
 - b. a comfortable pair of flip-flops
 - c. a brush used to clean the toilet
 - d. a rich pastry at a fancy restaurant

2. “These winds are fickle,” declared the sea captain. The captain means that the winds
 - a. are dangerously strong.
 - b. always blow in the same direction.
 - c. change direction suddenly.
 - d. indicate a storm is coming.

3. If a hotel is dilapidated, it probably isn’t
 - a. sumptuous.
 - b. clean.
 - c. well-appointed.
 - d. all of the above

4. An unsavory person is
 - a. moral.
 - b. untrustworthy.
 - c. someone you can trust.
 - d. a picky eater.

Name: _____

Vocabulary Practice

The Necklace

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

Word Bank

abject

aghast

appointed

dilapidated

fickle

sumptuous

unsavory

5. That old roller coaster is completely _____. A light breeze would topple it over!
6. Sonia was _____ to learn how much perfectly good food restaurants throw away. So she created an app to help restaurants sell their leftover food at a reduced cost.
7. Lucy discovered that fans can be _____. One week, her YouTube channel was incredibly popular; a few weeks later, most of her subscribers had lost interest in her and were all excited about someone else.
8. After losing every match, Giselle felt like a(n) _____ failure. Her friends are taking her out for pizza and bowling to lift her spirits.

The Necklace

Pronunciation Guide

NAMES

Matilda Loisel
[mah-TEEL-duh lwa-ZELL]

Pierre Loisel
[pyehr lwa-ZELL]

Marie-Claire
[mah-ree-KLEHR]

Jeanne Forestier
[juhn foh-rehst-ee-AY]

WORDS

Madame [mah-DAHM]

Monsieur [muh-SYUH]

Bonjour [bohn-ZHUR]

Merci [mehr-SEE]

Oui [wee]

Franc [fronk]

Pardonnez-moi
[pahr-doh-nay-MWAH]

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

Close-Reading Questions

The Necklace

1. In Scene 1, Matilda says, "How it tortures me to live in such squalor." Does she actually live in squalor? What does this statement reveal about Matilda? (character)
2. In Scene 3, what conclusions can you draw about Matilda's values? (character)
3. Does Pierre long for status as desperately as Matilda does? If not, what *does* he long for? (character)

4. Reread Scenes 5 and 6. How does Pierre respond to the loss of the necklace? Do you think he does the right thing? Explain. (character)

5. In Scene 6, Old Pierre says of the diamond necklace's 40,000-franc price, "That number still rings in my mind like a funeral bell." What does Old Pierre mean by this simile? (figurative language)

6. In what way is the end of the play ironic? (situational irony)

7. At the end of Scene 7, Matilda calls life "fickle." What does she mean? What does Old Pierre mean when he calls life fickle at the end of the play? (inference)

Name: _____

Critical-Thinking Questions

The Necklace

1. At the beginning of the play, Old Pierre says that he is about to tell you “a story that—if you have even a shred of compassion—will break your heart.” Do you agree that this is a tragic story? Support your answer with text evidence.

2. What could Pierre and Matilda have done differently?

3. Revisit the expressions from the Do Now. How do they apply to the play?

- “Appearances can be deceiving”:

- “Money can’t buy happiness”:

- “Honesty is the best policy”:

Name: _____

Pierre and Matilda

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

I find the characters in *The Necklace* . . .

Write the letters P for Pierre and M for Matilda onto the line below to indicate where you think Pierre and Matilda fall on the spectrum.

DETESTABLE

(I dislike this character and feel no sympathy for them; I think this character got what they deserved.)

LIKABLE

(I like this character and understand the choices they made; I feel sorry for this character and their misfortune.)

What makes you say so?
Whether you chose likable, detestable, or something in between, defend your choice for each character.
(If you need guiding questions to jump-start your thinking, go to the next page!)

Pierre	Matilda

Guiding Questions

- What does the character value?
- What does the character desire?
- Can you relate to the character in certain ways? Explain.
- Is the character the only one responsible for their behavior and actions? If not, who or what else influences them?
- Why does the character make the decisions they do?
- Could the character have done anything differently? If so, what?
- Is the character a good partner?
- Does the character change or learn anything over the course of the story?

Did your feelings about the characters change throughout the story?

If your answer is no, explain what it was that cemented your feelings about the character(s) from the start.	If your answer is yes, explain which character(s) your feelings changed toward, when your feelings changed, and why.

CHOICE BOARD

THE NECKLACE

Do you find the characters likable, detestable, or something in between? Do your feelings about the characters change throughout the story? Answer both questions in a short response.

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 short story "[Good Enough](#)". Then create an imagined dialogue between Dori from "Good Enough" and Matilda from *The Necklace*.

Imagine that you have your own podcast, and you've invited the characters from *The Necklace* to come on your show to talk about the necklace. Make that podcast. Be sure to include at least three characters from the play as well as music and sound effects.

Make three memes about the end of the play.

Name: _____

The Necklace Quiz

Directions: Read *The Necklace* in the May issue of *Scope*. Then answer the questions below.

1. **At the beginning of the play, what does Matilda desire?**
 - A. to be content with what she has, even though all her friends are much wealthier
 - B. to make more money
 - C. to appear as a wealthy high-society woman, even though she is not
 - D. to get a job as a lawyer
2. **Which lines support your answer to Question 1? Choose TWO.**
 - A. **Matilda:** I'll put it on a few blocks from here, where we cannot be seen.
 - B. **Old Pierre:** Matilda had quite an imagination.
 - C. **Matilda:** Flowers! How humiliating it would be to appear so shabby among the most elegant women of Paris.
 - D. **Matilda:** How strange life is. How fickle.
3. **In Scene 1, Matilda says she lives in squalor. According to information in the play, is this accurate?**
 - A. No. Her house is nicer than she thinks it is.
 - B. No. Her house is in worse condition than she is willing to admit.
 - C. Yes. Her house is extremely messy and dirty.
 - D. Yes. Her house is in such bad condition that it's unsafe to live in.
4. **Which lines support your answer to Question 3? Choose THREE.**
 - A. **SD3:** The furniture and decorations are old and faded, but the room is cozy and neat.
 - B. **Marie-Claire:** Madame, you have a perfectly lovely home.
 - C. **Old Pierre:** All her fine things were sold.
 - D. **SD1:** Pierre sits in a chair reading a newspaper. Marie-Claire is dusting.
5. **In Scene 7, Matilda says, "How strange life is. How fickle." Matilda says this because**
 - A. her life hasn't changed very much.
 - B. her life completely and suddenly changed for the worse because of one small mistake: losing the necklace.
 - C. she finally understands that material possessions cannot bring happiness.
 - D. she is still mystified by where the original necklace went.
6. **At the end of the play, SD3 says, "Matilda stands aghast as the curtain falls." As it is used in that sentence, *aghast* means _____.**
 - A. seized with terror
 - B. burning with rage
 - C. shocked and horrified
 - D. surprised and delighted

Name: _____

Constructed-Response Questions

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

7. Matilda looks at herself in the mirror three times during the play. Together, what do these three moments reveal about how Matilda changes over the course of the play? Support your answer with text evidence.
8. There are several examples of dishonesty in the play. Explain how dishonesty affects the characters. Support your ideas with text evidence.

Name: _____

The Necklace Quiz

Directions: Read *The Necklace* in the May issue of *Scope*. Then answer the questions below.

1. Consider the discussion in Scene 4 between Matilda and Pierre about Matilda's coat. What does it reveal about Matilda's character?
 - A. She wants to buy a new coat.
 - B. She takes Pierre for granted.
 - C. It is important to her that others don't know she is not wealthy.
 - D. She doesn't care what others think of her.
2. Which lines express a similar idea to your answer to Question 1? Choose TWO.
 - A. **Matilda:** What am I to wear to such a fancy affair?
 - B. **Old Pierre:** Matilda had quite an imagination.
 - C. **Matilda:** Flowers! How humiliating it would be to appear so shabby among the most elegant women of Paris.
 - D. **Jeanne:** How I wish you had told me the truth.
3. In Scene 1, Matilda says she lives in squalor, meaning she lives in a place that is filthy and disgusting. Is this accurate?
 - A. No. Her house is much nicer than that.
 - B. No. Her house is even worse than that.
 - C. Yes. Her house is messy and dirty.
 - D. Yes. Her house is in such bad condition that it's dangerous.
4. Which lines support your answer to Question 3? Choose THREE.
 - A. **SD3:** The furniture and decorations are old and faded, but the room is cozy and neat.
 - B. **Marie-Claire:** Madame, you have a perfectly lovely home.
 - C. **Old Pierre:** All her fine things were sold.
 - D. **SD1:** Pierre sits in a chair reading a newspaper. Marie-Claire is dusting.
5. In Scene 7, Matilda says, "I am but a shell of that woman." What is another way she could express this idea?
 - A. My experiences have made me a better person.
 - B. My struggles have made me feel empty inside, with no hopes or dreams.
 - C. I have changed little over the years.
 - D. I no longer care what others think of me.
6. At the end of the play, SD3 says, "Matilda stands aghast as the curtain falls." As it is used in that sentence, *aghast* means _____.
 - A. seized with terror
 - B. burning with rage
 - C. shocked and horrified
 - D. surprised and delighted

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

The Necklace Contest

Do you find the characters likable, detestable, or something in between? Do your feelings about the characters change throughout the story? Answer both questions in a short response. Send your work to The Necklace Contest. Three winners will each get *Amari and the Great Game* by B. B. Alston.

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 June 19, 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

"Freddie in the Shade"

- bombard** (bahm-BAHRD) *verb*; To bombard is to attack continuously, either with something physical, like bombs, or with something that is not physical, like questions, requests, or insults. If Kendall comes home from cheerleading camp and her sister Brooklyn immediately starts asking question after question—"What stunts did you learn? Were the other kids nice? Were they as good as you? How was the food?"—Brooklyn is bombarding Kendall with questions.
- camaraderie** (kahm-RAH-duh-ree) *noun*; Camaraderie is a feeling of friendship and trust among people who spend a lot of time together. Many people enjoy being on a sports team for the camaraderie as much as for the game itself.
- endeavor** (in-DEH-vuhr) *verb or noun*; As a verb, *endeavor* means "to make a strong effort to make something happen." Wyatt might endeavor to be in bed by 9 p.m. on the day before a big track meet.

As a noun, *endeavor* means "a serious and determined effort to accomplish something." You might wish your friend good luck in his endeavor to learn sign language.
- enlightening** (in-LAHYT-ning) *adjective*; *Enlightening* is the adjective form of the verb *enlighten*, which means "to instruct or make free from confusion." If something is enlightening, it provides knowledge or understanding. If a book gives Madison a whole new understanding of her dog's behavior, Madison found the book enlightening. If Dominic had a conversation that led him to see something from a new point of view, Dominic had an enlightening conversation.
- furtively** (FUR-tiv-lee) *adverb*; The adjective *furtive* means "done quickly and secretly to avoid being noticed." If you give something a furtive glance, you look at it quickly and in a way that you hope no one will notice. The adverb *furtively* means "done in a furtive way," as in "Madelyn furtively passed Max a note during class."

6. **saunter** (SAWN-tuhr) *verb*; To saunter is to walk in a relaxed and unhurried way.
7. **savor** (SAY-vuhr) *verb*; To savor something is to enjoy it to the fullest. Let's say you are hanging out with your friends, laughing and having a good time. If you savor the moment, you appreciate what a good time you are having. You might think something like "This is great. I'm so lucky to have such good friends." If you savor a chocolate bar, you take your time eating it and pay attention to how delicious it is. You might think something like "Mmmmm!"
8. **tantalizing** (TAN-tuh-lahy-zing) *adjective*; The verb *tantalize* means "to tease or torment by showing or promising something while keeping it out of reach." You could tantalize a dog by holding a piece of cheese in front of her nose without letting her eat it. (That would be mean, though.)
- The adjective *tantalizing* means "tempting or appealing." If something is tantalizing, you want it. Your mouth might water as you consider the tantalizing array of doughnuts at a doughnut shop.
9. **waver** (WAY-vuhr) *verb*; To waver is to be uncertain or to go back and forth between choices. If you begin to waver on your plan to dye your hair blue, you begin to feel uncertain about your plan. If you're trying to decide what kind of ice cream to order and you're wavering between cookies n' cream and raspberry fudge ripple, you are going back and forth between those two flavors, unsure of which one you want.
- Waver* can also mean "to sway to and fro" or "to move unsteadily."
10. **wistful** (WIST-fuhl) *adjective*; If you feel wistful, you feel a combination of sadness or regret and longing. People often feel wistful when they think about something in the past that they miss or when they want something to happen but know it never will.

Close-Reading Questions

“Freddie in the Shade”

1. In your own words, explain what is going on in Freddie's life as the story begins and how he feels about it. (character, conflict)
2. Why does Freddie decide to work at the bakery? (inference)
3. Why might the sunglasses have made Freddie feel this way? (character)

4. Why does Amy think Freddie is lucky? (inference)

5. Why do you think Freddie takes off his sunglasses in this moment? (symbolism, character)

6. How has Freddie changed over the course of the story? (character)

Name: _____

Critical-Thinking Questions

"Freddie in the Shade"

1. What message does the story have about change and how we can cope with change?
What makes you say so?

2. How is the way Amy sees Freddie's life different from the way Freddie sees his life?

3. Do you think Freddie was a good friend to Amy throughout the story? Do you think Amy was a good friend to Freddie throughout the story? Explain your answers.

Name: _____

Freddie's Conflict

Directions: Read "Freddie in the Shade." Then complete this activity to help you respond to the prompt that appears at the end of the story.

In literature, conflict is a struggle between opposing forces that drives the action of the plot forward. A conflict may be external or internal.

An **EXTERNAL CONFLICT** is a struggle that takes place between a character and someone or something else. Types of external conflict include character vs. character, character vs. society, character vs. nature, and character vs. technology.

Examples:

A ship captain struggles to survive on a desert island after a storm sinks his ship.

An eighth-grader named Dave bullies Tim on the school bus every afternoon.

Dr. Strange invents a robot so intelligent it has a mind of its own—and now it's on a mission to destroy humanity.

An **INTERNAL CONFLICT** is a struggle that occurs within a character's mind; it's something that is bothering a character on the inside. Internal conflicts are always character vs. self.

Examples:

The ship captain fights to stay positive and hold on to the hope of being rescued.

Tim feels nervous and uncertain about how to handle the bullying situation.

Dr. Strange struggles with the decision of whether to destroy his masterpiece.

**Now, let's think about
Freddie's main conflict.**

1. Is the main conflict Freddie faces external or internal? What is he struggling with?

The rest of the questions are about how Freddie’s conflict is resolved.

2. How does Freddie feel when he works at the bakery?

3. How does spending time with Amy affect Freddie?

4. How does Freddie respond when he finds out Amy is leaving? Why does he take off his sunglasses?

5. How does Freddie feel about his school and his sister at the end of the story?

6. What does Freddie come to realize about change? How has he himself changed?

CHOICE BOARD

"FREDDIE IN THE SHADE"

What is the main conflict Freddie faces in the story? How does Amy help resolve this conflict? Answer both questions in a well-organized essay. Use text evidence.

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

Retell the story from Amy's point of view. Be sure to write in first person.

Turn this story into a short movie. Be sure to include music and sound effects.

Freddie is a dynamic character—he changes over the course of the story. Choose a dynamic character from a novel or story you read this year. Write an essay comparing that character to Freddie. Use text evidence.

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>Freddie had known the truth: Moving to Minneapolis meant that the summer before ninth grade, he had to leave the only neighborhood he'd ever known, along with all his friends. It meant that on the first day of school, he'd be the new kid, the different kid. He had no interest in Minneapolis or in anyone who lived there.</p> <p>The sunglasses went on—and stayed on.</p>	<p><i>Why does Freddie wear his sunglasses?</i></p>
<p>2. Consider what happens outside the bakery:</p> <p>Inside, a red-haired man wearing a sky-blue apron handed a large pink box across the counter to a young mother. As she approached the door, trying to manage both the cake and the toddler clutching her skirt, Freddie jumped to open the door.</p> <p>"Thank you!" she said. "Could I bother you to open my car door too?" she asked, inclining her head toward a minivan parked nearby.</p> <p>Freddie darted to open the car door, then took the box from her and placed it on the passenger seat.</p>	<p><i>What can you infer about Freddie based on this interaction?</i></p>

Clues	Inference
<p>3. Consider what happens next:</p> <p>Mr. Fieldstone nodded toward the sign. "You interested? I'm looking for someone to come in the afternoons. It's mostly cleanup."</p> <p>For weeks, Freddie had been hibernating in his room, trying to avoid Dad and Maggie, who endeavored to include him in every preparation for the baby. School didn't start for another six weeks.</p> <p>By the time Freddie left the bakery, he had a part-time job and a box of éclairs for dessert.</p>	<p><i>Why does Mr. Fieldstone offer Freddie the job? Why does Freddie decide to accept it?</i></p>
<p>4. Consider how Freddie responds when Amy tells him he is lucky:</p> <p>"I've always wanted a sister," Amy said. "All I've got is a bunch of boy cousins on both sides of the family. Babies are a lot of work—I know because I babysit—but babies are really cute. And they love you. I mean, they really love you. You're lucky."</p> <p>"Yeah, I'm lucky," Freddie muttered.</p> <p>"I can't tell if you're kidding or not with those glasses on," said Amy.</p> <p>"Precisely," said Freddie.</p>	<p><i>Does Freddie think he's lucky? Why or why not?</i></p>

Name: _____

“Freddie in the Shade” Quiz

Directions: Read “Freddie in the Shade” from the May issue of *Scope*. Then answer the questions below.

1. All of the following lines help develop the idea that Freddie is unhappy at the start of the story EXCEPT which?
 - A. “Freddie turned and peered into the window of Snickerdoodle’s Bakery.”
 - B. “He had no interest in Minneapolis or in anyone who lived there.”
 - C. “It meant that on the first day of school, he’d be the new kid, the different kid.”
 - D. “The sunglasses went on—and stayed on.”
2. The bakery helps Freddie adjust to his new life by _____.
 - A. helping him figure out what he wants to do when he is older
 - B. teaching him valuable skills
 - C. providing him with a place he feels welcome and a friend he can confide in
 - D. providing him with extra spending money
3. Which lines from the story support your answer to Question 2? Choose TWO.
 - A. “. . . there was a peculiar feeling of safety in the warm kitchen . . . as if anything said within its walls would be protected.”
 - B. “He wiped the racks, cleaned the counters, and folded a tower of pink boxes.”
 - C. “‘Freddie, this is my daughter, Amy,’ said Mr. Fieldstone.”
 - D. “Freddie found himself revealing, bit by bit, the answers to Amy’s questions.”
4. The author writes, “He knew that babies required a lot of attention, but it hadn’t occurred to him he’d be getting any attention in return.” This line tells you that Freddie _____.
 - A. is worried about taking care of a baby sibling
 - B. has spent a lot of time with babies
 - C. is warming up to the idea of a younger sibling
 - D. is still against the idea of a younger sibling
5. Freddie finally takes off his sunglasses because _____.
 - A. summer is ending
 - B. he is ready to accept the changes in his life
 - C. he is sick of wearing them
 - D. he thinks he will get made fun of at school
6. Which of the following ideas are developed in the story? Choose TWO.
 - A. Friends can have a great impact on us.
 - B. Appearances can be deceiving.
 - C. It’s important to never give up hope.
 - D. Change is a part of life.

Name: _____

Constructed-Response Questions

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

7. What sensory details does the author use to describe Freddie's first visit to the bakery? What purpose do these details serve?
8. How does Freddie feel about change at the beginning of the story? How does he feel about it at the end of the story? Use text evidence in your answer.

Name: _____

“Freddie in the Shade” Quiz

Directions: Read “Freddie in the Shade” from the May issue of *Scope*. Then answer the questions below.

1. **At the beginning of the story, Freddie feels _____.
A. unhappy
B. hopeful
C. confused
D. scared**
2. **Where does Freddie first start to feel comfortable in his new town?
A. in the park
B. in his new home
C. at the bakery
D. at school**
3. **Which lines from the story support your answer to Question 2? Choose TWO.
A. “. . . there was a peculiar feeling of safety in the warm kitchen . . . as if anything said within its walls would be protected.”
B. “He wiped the racks, cleaned the counters, and folded a tower of pink boxes.”
C. “‘Freddie, this is my daughter, Amy,’ said Mr. Fieldstone.”
D. “Freddie found himself revealing, bit by bit, the answers to Amy’s questions.”**
4. **Which line tells you that Freddie is warming up to the idea of a younger sibling?
A. “‘Sorry to disappoint,’ said Freddie. ‘It’s just me and a baby on the way.’”
B. “‘Yeah, I’m lucky,’ Freddie muttered.”
C. “He knew that babies required a lot of attention, but it hadn’t occurred to him he’d be getting any attention in return.”
D. “As she approached the door, trying to manage both the cake and the toddler clutching her skirt, Freddie jumped to open the door.”**
5. **Freddie finally takes off his sunglasses because _____.
A. summer is ending
B. he is ready to accept the changes in his life
C. he is sick of wearing them
D. kids at school make fun of him for wearing them**
6. **Which of the following ideas are developed in the story? Choose TWO.
A. Friends can have a great impact on us.
B. Don’t judge a book by its cover.
C. It’s important to never give up hope.
D. Change is a part of life.**

Name: _____

Constructed-Response Questions

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

7. What sensory details does the author use to describe Freddie's first time at the bakery? What purpose do these details serve? (Sensory details are details that portray sensory experiences, or experiences of the five senses: sight, hearing, smell, taste, and touch.)
8. How do Freddie's feelings about having a baby brother or sister change over the course of the story?

Freddie in the Shade Contest

What is the main conflict Freddie faces in the story? How does Amy help resolve this conflict? Answer both questions in a well-organized essay. Use text evidence.

Send your work to Freddie in the Shade Contest. Three winners will get
Solimar: The Sword of the Monarchs by Pam Muñoz Ryan.

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 June 19, 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

"Mental Health Hero"

- 1. liberating** (LIH-ber-ayt-ing) *adjective*; The verb *liberate* means "set free." You might liberate your puppy from her crate when you come home. The adjective *liberating* means "freeing," as in "Alissa said going for a walk with her phone turned off was liberating. She enjoyed the scenery and the fresh air without feeling the need to constantly take photos or post on social media."
- 2. simultaneously** (sigh-muhl-TAY-nee-uhs-lee) *adverb*; *Simultaneously* means "at the same time." If you are going to perform a big solo with the school choir, you might feel simultaneously excited and nervous about it. On a video call, gallery view lets you see all the participants simultaneously.
- 3. subpar** (suhb-PAHR) *adjective*; If something is subpar, it is below an average or normal level. It is lacking in some way.

If hardly anyone shows up to a concert, attendance is subpar. If during the basketball game, Diego missed every shot, never got a rebound, and fouled out, his performance was subpar. (It's OK, Diego—you'll do better next time!)
- 4. vulnerable** (VUHL-nuh-ruh-buhl) *adjective*; To be vulnerable is to be at risk of getting hurt emotionally or physically. Baby birds are very vulnerable because they cannot fly away or defend themselves from predators, they cannot feed themselves, and their bodies are very fragile. Superman is vulnerable to kryptonite—being near kryptonite weakens him. If Camron tells a friend something very personal and private, he is being vulnerable with his friend.

Name: _____

Vocabulary Practice

"Mental Health Hero"

Directions: Choose the best answer to each question.

1. Which of the following would **MOST** likely be described as **subpar**?
 - a. a brand-new smartphone
 - b. a mushy apple with little flavor
 - c. a popular theme park
 - d. a delicious bag of chips

2. Which phrase describes actions or events occurring **simultaneously**?
 - a. letting a cake cool then frosting it
 - b. having a snack after karate
 - c. setting an alarm before going to sleep
 - d. listening to music while you read

3. Which word is most similar in meaning to **liberating**?
 - a. releasing
 - b. confining
 - c. accelerating
 - d. freshening

4. Chloe is very shy. In which scenario would she **probably** feel most **vulnerable**?
 - a. baking cookies with her best friend
 - b. a party where she knows no one
 - c. dancing alone in her room
 - d. reading to her younger brother

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

5. It takes a lot of practice to be able to **simultaneously**

6. The playground is **subpar** because

7. That road is **vulnerable** to flooding, so

8. It felt so **liberating** to

Name: _____

Close-Reading Questions

“Mental Health Hero”

1. Jillian describes her mind as “noisy.” What does she mean by this? (figurative language)
2. What caused Jillian’s anxiety to intensify when she was younger? What helped her cope? (cause and effect)
3. Why did Jillian want to create a dance and movement room at her school? (key ideas and details)
4. Why do you think Jillian says it was liberating to tell others about her struggles with mental health? (inference)

Close-Reading Questions

“It Takes Guts”

1. Consider Raina Telgemeier's illustration of the girl surrounded by words. How does this illustration connect to how Jillian describes anxiety? (synthesis)
2. What is vulnerability? What do these texts express about vulnerability? (synthesis, central idea)
3. What similarities do you notice between Jillian and Telgemeier? (synthesis)

Name: _____

Critical-Thinking Questions

"Mental Health Hero" and "It Takes Guts"

1. Based on the texts, why do you think Telgemeier named her book about growing up with an anxiety disorder *Guts*? Why do you think Starecheski titled her interview "It Takes Guts"? What are things that "take guts" for you?

2. What makes you feel worried, stressed, nervous, or anxious? Is there anything that helps you, or that you think could help you, manage those feelings?

Name: _____

Coping With Anxiety

Directions: Read “Mental Health Hero” and “It Takes Guts.” Then use this planner to help you respond to the prompt that appears at the end of the articles.

1. What did each article help you understand about anxiety?

“Mental Health Hero”	“It Takes Guts”

2. How has each person learned to cope with anxiety?

Jillian Fortney	Raina Telgemeier

3. How has each person helped others?

Jillian Fortney	Raina Telgemeier

Name: _____

Paired Texts Quiz

Directions: Read “Mental Health Hero” and “It Takes Guts” from the May issue of *Scope*. Then answer the questions below.

1. Which sections of “Mental Health Hero” help you understand how Jillian Fortney got support for her new dance room?
Choose TWO.
 - A. “Open and Honest”
 - B. “Deep Breaths”
 - C. “Quieting My Noisy Mind”
 - D. the introduction
2. Which statement best describes the structure of the section “A Room of Our Own”?
 - A. sequence of events; Jillian lists the steps she took to create a new dance room.
 - B. description; Jillian explains what anxiety feels like for her.
 - C. cause and effect; Jillian explains the cause of her anxiety and how it affects her.
 - D. problem and solution; Jillian explains that the dance team did not have its own room and how she decided to solve that problem.
3. Jillian says, “It soon became clear that these activities helped me cope with anxiety.” To cope with something is to _____.
 - A. ignore it until it goes away
 - B. deal with it in a healthy way
 - C. get rid of it completely
 - D. talk about it
4. In “It Takes Guts,” Raina Telgemeier says, “Anxious thoughts get overwhelming and can take over my whole brain.” Which line from “Mental Health Hero” expresses a similar idea?
 - A. “Dancing hasn’t made my anxiety disappear.”
 - B. “Ever since I was a little kid, my mind has felt very loud.”
 - C. “It forced me to focus on my body and be present.”
 - D. “I just have an anxiety disorder.”
5. Both “Mental Health Hero” and “It Takes Guts” support the idea that _____.
Choose THREE.
 - A. dance can help with anxiety
 - B. anxiety can affect both the body and the mind
 - C. being open about your anxiety can be helpful
 - D. there are things you can do to make living with anxiety easier

Name: _____

Constructed-Response Questions

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

6. How did helping to create the dance room and writing *Guts* impact Jillian Fortney and Raina Telgemeier, respectively?
7. Based on information in both “Mental Health Hero” and “It Takes Guts,” what are some of the physical symptoms of anxiety? What are some strategies that Jillian Fortney and Raina Telgemeier use to cope with anxiety?

Name: _____

Paired Texts Quiz

Directions: Read “Mental Health Hero” and “It Takes Guts” from the May issue of *Scope*. Then answer the questions below.

1. **Jillian Fortney gained support for the new dance room by _____. Choose TWO.**
 - A. talking to the school superintendent and the school board
 - B. opening up about her anxiety and how movement affected her mental health
 - C. joining the Girl Scouts
 - D. joining the dance team
2. **Which statement best describes the section “A Room of Our Own” in “Mental Health Hero”?**
 - A. Jillian compares dancing to being in the Girl Scouts.
 - B. Jillian explains what anxiety feels like for her.
 - C. Jillian explains how dancing has helped her cope with anxiety.
 - D. Jillian explains how she came up with the idea to create a new dance room.
3. **Jillian says, “It soon became clear that these activities helped me cope with anxiety.” She means that Girl Scouts and dance helped her _____.**
 - A. ignore her anxiety
 - B. deal with her anxiety
 - C. get rid of her anxiety
 - D. talk about her anxiety
4. **In “It Takes Guts,” Raina Telgemeier says, “I can’t really make [my anxiety] go away.” Which line from “Mental Health Hero” expresses a similar idea?**
 - A. “Ever since I was a little kid, my mind has felt very loud.”
 - B. “Dancing hasn’t made my anxiety disappear.”
 - C. “It forced me to focus on my body and be present.”
 - D. “I just have an anxiety disorder.”
5. **Both “Mental Health Hero” and “It Takes Guts” support the idea that _____. Choose THREE.**
 - A. dance can help with anxiety
 - B. anxiety can affect both the body and the mind
 - C. talking about anxiety can be helpful
 - D. there are things you can do to make living with anxiety easier

Name: _____

Constructed-Response Questions

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

6. What impact did helping to create the dance room have on Jillian Fortney?
7. Based on information in both “Mental Health Hero” and “It Takes Guts,” how can anxiety affect the body?

Paired Texts Contest

What do these two articles help you understand about anxiety? How have Jillian Fortney and Raina Telgemeier learned to cope with anxiety—and helped others along the way? Answer both questions in a short essay. Send it to Paired Texts Contest. Three winners will each get *Every Missing Piece* by Melanie Conklin.

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 June 19, 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

"Your Next Vacation: Space?"

- 1. accessible** (ick-SEH-suh-buhl) *adjective*; Something that is accessible is able to be reached or understood easily. If the school is accessible from the highway, you can use the highway to get to the school. If a novel is written in accessible language, it's written in a way that's easy to understand.
- 2. civilian** (suh-VIL-yuhn) *noun or adjective*; A civilian is someone who is not on active duty with the military and not a member of a police or firefighting force.

Civilian can also be an adjective meaning "related to or made up of people who are not members of the military," as in "Pat's mom has a civilian job at an Air Force base. In other words, she works at the base, but she is not a member of the Air Force."
- 3. emissions** (ee-MIH-shuns) *noun*; As it is used in the article, *emissions* refers to harmful gases released into the air by sources such as factories, airplanes, cars, trucks, and rockets.
- 4. fathom** (FA-thuhm) *verb*; To fathom is to understand something extremely complex, complicated, or mysterious. A marine biologist might spend decades working to fathom the meaning of whale songs. It is difficult to fathom the size of the universe.
- 5. malfunction** (mal-FUHNK-shuhn) *verb or noun*; As a verb, *malfunction* means "to fail, break, or stop working properly," as in "My phone is malfunctioning; it won't charge."

As a noun, *malfunction* means "a failure to work properly," as in "The malfunction turned out to be in my charging cable. I bought a new one, and now my phone charges just fine."

Name: _____

Vocabulary Practice

"Your Next Vacation: Space?"

Directions: Choose the best answer to each question.

1. Which place is **LEAST** accessible?
 - a. a park in the middle of town
 - b. a mountaintop with no roads or trails leading to it
 - c. a school that's three minutes away
 - d. a pizzeria you can walk to
2. To reduce emissions, what might a city do?
 - a. have a trash cleanup day
 - b. install bike lanes so residents can ride bicycles instead of drive cars
 - c. fine anyone who doesn't recycle
 - d. a and b
3. Which word is an antonym of *malfunction*?
 - a. break
 - b. fail
 - c. understand
 - d. function
4. Which word is an antonym of *fathom*?
 - a. wreck
 - b. misunderstand
 - c. grasp
 - d. comprehend
5. If a computer is malfunctioning,
 - a. it is working properly.
 - b. it needs to be cleaned.
 - c. it uses energy efficiently.
 - d. it is not working properly.
6. If the summer camp is accessible only by boat,
 - a. the only way to get there is on a boat.
 - b. it cannot be reached by boat.
 - c. the camp is likely located in a desert.
 - d. the camp is on a boat.
7. Which job would a civilian not perform?
 - a. installing an elevator at the mall
 - b. translating novels into Korean
 - c. flying a military plane
 - d. teaching kindergarten
8. Which sentence uses *fathom* incorrectly?
 - a. It was hard to solve the fathom.
 - b. It's difficult to fathom how deep the ocean is.
 - c. Can you fathom a future in which space travel is a regular part of life?
 - d. I couldn't fathom what he meant.

Name: _____

Write An Argument Essay

Directions: Read "Your Next Vacation: Space?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

If you had the chance to go to space as a tourist, would you?

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 WOULD go to space as a tourist, one of your supporting details might be that seeing Earth from space would help you appreciate our planet more.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you **WOULD** go to space as a tourist, summarize the strongest arguments that the author presents against space tourism. If you **WOULD NOT** go to space as a tourist, summarize the strongest arguments the author presents in favor of space tourism.

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): Have you ever dreamed of going to space? Describe what you think it would be like. Fun? Terrifying? Use sensory details to put the reader into the action.
- 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: "Have you ever felt nervous about flying in an airplane? Imagine taking off in a spacecraft that travels four times as fast. Wouldn't that be _____?"
- 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 space tourism. Finish it in the space provided.

Several private companies are offering tourists the opportunity to go to space. Some people think traveling to space is too dangerous and not worth the risk. 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 you would go to space as a tourist. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

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

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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

Name: _____

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

Vocabulary

"Why Are Your Sneakers So Bright?"

1. **dominance** (DAH-muh-nuhnts) *noun*; Dominance is power or influence over others. Lions have dominance over other animals in the savannah. If your school's swim team establishes dominance early in the season, it emerges as the top team early in the season.
2. **extract** (ik-STRAKT) *verb*; Extract means "to remove or take out." It is sometimes necessary to extract a decayed tooth. A cider press is a machine used to extract the juice from apples.
3. **hue** (hyoo) *noun*; A hue is a color or shade of a color, as in "I finally settled on the perfect hues of purple for my bedroom walls."
4. **signify** (SIG-nuh-fahy) *verb*; Signify means "to be a sign or signal of; to mean." You might nod your head while someone is talking to signify your agreement. Daffodils signify the beginning of spring.
5. **strategically** (struh-TEE-jik-lee) *adverb*; A strategy (STRA-tuh-jee) is a carefully developed plan or method for achieving a particular goal. Your strategy for putting together jigsaw puzzles might be to first find and connect the edge pieces.

If you do something strategically, you do it in a way that is meant to achieve a particular goal or purpose or to gain an advantage. You might strategically place your scarf over a stain on your shirt. Chess players strategically plot every move in a game.

Name: _____

Vocabulary Practice

"Why Are Your Sneakers So Bright?"

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

Word Bank

hue signify extract dominance strategically

1. "You need to assert your _____," said Kara. "Show them who's the boss!"
2. Raising your hand in class _____ that you have a question or comment.
3. "Let's think _____," said Nolan. "What will give us the best chance of winning?"
4. The sunset featured gorgeous _____ of orange, red, and blue.
5. During his trip to Canada, Phil saw farmers _____ sap from sugar maple trees.

Directions: Choose the best answer to each question.

- | | |
|--|---|
| <p>6. What might be used to extract a splinter?</p> <ol style="list-style-type: none">a. a wooden benchb. a pair of tweezers <p>7. What is the hue of a clear sky?</p> <ol style="list-style-type: none">a. blueb. sunshine <p>8. If you do something strategically, you do it in a(n) _____ way.</p> <ol style="list-style-type: none">a. cleverb. unplanned | <p>9. Which word is a synonym for <i>dominance</i>?</p> <ol style="list-style-type: none">a. authorityb. weakness <p>10. What might signify a cold?</p> <ol style="list-style-type: none">a. a fever and a runny noseb. getting a lot of rest and drinking fluids |
|--|---|

Name: _____

THE SHORT WRITE KIT

Directions: Read "Why Are Your Sneakers So Bright?" 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:

According to the article, what is the power of color?

We started you off by echoing the question.

To answer the prompt, complete this sentence.



Your claim:

According to the article, color has the power to

_____.

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 Mary Kate Frank explains in her article "Why Are
Your Sneakers So Bright?," _____.

(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: Frank 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 "Why Are Your Sneakers So Bright?"

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>
"Color Stories"		
"Red, Blue, and 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>
"The Color of Money"		

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 "Why Are Your Sneakers So Bright?"

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>
"Color Stories"	<p>The meanings assigned to colors can vary from culture to culture and from place to place.</p> 	<p>- Ancient Greeks and Romans associated deep purple with wealth and power.</p>
"Red, Blue, and 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>
"The Color of Money"		

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: _____

“Why Are Your Sneakers So Bright?” Quiz

Directions: Read “Why Are Your Sneakers So Bright?” from the May issue of *Scope*. Then answer the questions below.

1. Consider these lines: “For shoe companies, it’s a \$73 billion question. That’s how much money the global sneaker market raked in last year.” What is the meaning of the phrase *rake in*?
 - A. to donate large sums of money
 - B. to struggle to collect enough money
 - C. to earn a large amount of money
 - D. to lose money unexpectedly
2. Which is the central idea of the article?
 - A. The meanings assigned to colors can vary from culture to culture and from place to place.
 - B. Colors can influence how we feel and behave, as well as what we purchase.
 - C. There is a whole field of study dedicated to color and how it makes us feel called color psychology.
 - D. Blue light can help people calm down after an upsetting event.
3. All are ways the author develops the central idea of the article EXCEPT which?
 - A. She gives specific examples to illustrate color psychology in action.
 - B. She shares an anecdote—a short and amusing story—related to sneakers.
 - C. She provides information from an expert on the topic of color psychology.
 - D. She provides examples of studies that show how color affects us.
4. Consider this claim: *Companies select particular hues for their products in order to create certain feelings.* Which line from the article best supports this claim?
 - A. “Have you ever wondered why bright, bold sneakers are so popular?”
 - B. “Throughout history, cultures have assigned meanings to colors.”
 - C. “Red, the color of blood, has long been linked to dominance.”
 - D. “One of Nike’s most famous colors, the neon-green ‘Volt,’ is meant to evoke speed; green lights mean ‘go,’ after all.”

Name: _____

Constructed-Response Question

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

5. Using details from the text, answer the question posed in the article's title: Why are your sneakers so bright?

Name: _____

“Why Are Your Sneakers So Bright?” Quiz

Directions: Read “Why Are Your Sneakers So Bright?” from the May issue of *Scope*. Then answer the questions below.

1. Consider these lines: “For shoe companies, it’s a \$73 billion question. That’s how much money the global sneaker market raked in last year.” The phrase *rake in* means to _____ money.
 - A. donate
 - B. need
 - C. earn
 - D. lose
2. Which is the central idea of the section “Red, Blue, and You”?
 - A. Blue light can help people calm down after an upsetting event.
 - B. The field of color psychology has revealed that colors can influence behavior and mood.
 - C. Sports teams wearing red are more likely to win.
 - D. Office workers exposed to bluish light sleep better at night.
3. “Of course, a splatter of hot pink or banana-peel yellow on our feet can also put some pep in our steps as we go about our day.” In other words, bright sneakers make us feel _____.
 - A. calm
 - B. energized
 - C. anxious
 - D. rich
4. All the claims below can be supported by information in the article EXCEPT which?
 - A. Brightly colored sneakers are very popular today.
 - B. Color has the power to influence our emotions and behavior.
 - C. What a color symbolizes varies from culture to culture.
 - D. More than anything, people want their sneakers to be comfortable.

Name: _____

Constructed-Response Question

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

5. Color psychology is the study of how color influences mood and behavior. How do sneaker designers use color psychology to help them design sneakers? Support your answer with text evidence.

Name: _____

Poetry Analysis

"A Poppy Blooms"

1. In the haiku, what process is the speaker describing?
2. Based on the first two lines, what is the writing process like for the speaker?
3. Based on this poem, what is a quality a writer must have?
4. Which part of the poem feels like a cliffhanger? How does the poet create this feeling?

Name: _____

5. What is a poppy? What does the poppy represent?

6. State the poem's central idea or theme in one sentence.

7. How can the idea expressed in this poem about writing apply to life in general?

POETRY PLANNER

The prompt at the end of "A Poppy Blooms" says to write a haiku about anything you want. Need some inspiration? Try one (or more) of the ideas below!

Write a haiku inspired by a photo. You can find one online, in a magazine, or in your own photo library.	Write a haiku that includes a form of one of these sensory words: <i>singe, dazzle, blare, murmur, deafen, whisper.</i>	Write a haiku that includes a pair of homophones such as <i>bare/bear, seen/scene, steal/steel, heal/heel, or whole/hole.</i>
Write a haiku inspired by a moment from a movie, TV show, book, or article.	Write a haiku that relates an idea with an aspect of nature. For example, <i>friendship</i> and <i>sunrise.</i>	Write a haiku that, like "A Poppy Blooms," starts with <i>I.</i>
Write a haiku about someone or something you care about.	Write a haiku about a time you achieved something difficult.	Write a haiku about a moment: a sunset, staring at a text bubble with three dots, riding a school bus that is dropping off students, inhaling the smell of something, emptying the trash, etc.

TIPS! →

REMEMBER:

Haiku written in English usually follow a pattern of 5 syllables in the first line, 7 in the second line, and 5 in the last line—but they don't have to. Here's how the syllables break down in "A Poppy Blooms":

I|write,|e|rase,|re|write,| (6)

e|rase|a|gain,|and|then| (6)

a|pop|py|blooms| (4)

WHEN YOU HAVE YOUR FIRST DRAFT . . .

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

Haiku Contest

Write your own haiku about anything you want. Send it to Haiku Contest. Three winners will each get a \$20 gift card to the online Scholastic store.

(Go to Scope Online for more information on haiku.)

Entries will be judged on:

- ✓ creativity
- ✓ understanding of haiku

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 June 19, 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 roots *bene*, which means *well*, and *bon*, which means *good*. 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
bene/bon.



bene/bon

WORD	MEANING
bona fide (BOH-nuh-fahyd; <i>adjective</i>)	
benefit (BEH-nuh-fit; <i>verb or noun</i>)	
bonanza (buh-NAN-zuh; <i>noun</i>)	
benevolent (buh-NEV-luhnt; <i>adjective</i>)	
benefactor (BEH-nuh-fak-tuhr; <i>noun</i>)	
bon voyage (bon voi-AHZH; <i>interjection</i>)	

**PART 2:
PRACTICE**

Answer the questions below.

1. Name one benefit of brushing your teeth at least twice a day.

2. List three benevolent characters from books or movies.

3. Imagine your friend loves to bake, and you want to host a baking bonanza for her next birthday. Write your plans for the party here.

4. Which might have benefactors?

- a. a public library
- b. a bowl of soup

5. You and your friend find what you think might be a dinosaur fossil. You take it to a museum of natural history and an expert tells you that your fossil is bona fide. Is what you found really a dinosaur fossil?

- a. Yes!
- b. Nope.

6. In which situation would you be more likely to say "bon voyage"?

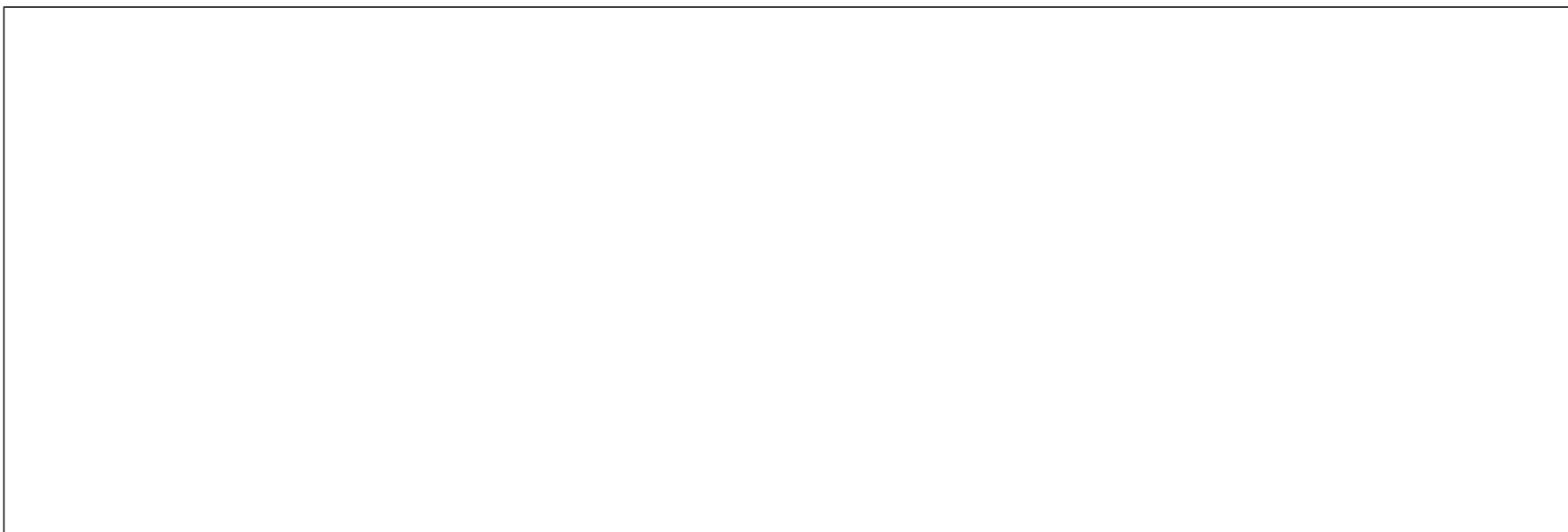
- a. Your friend has just returned from summer camp.
- b. Your older sister is heading off to a study abroad program in London.

**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 *bene* or *bon*. Write it here: _____
2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "It was a bonanza" does not make the meaning of *bonanza* clear. Give some context clues!)

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



Root Power Contest

Read "Greetings from Camp Chickaree." 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 *bene* or *bon*. **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:** _____

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 June 19, 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: _____

Writing Planner

Directions: Read the infographic "What to Do With Old Electronics." Then use this planner to help you respond to the prompt that appears at the bottom of the infographic.

Step 1: State your purpose.

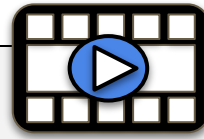
In the box below, write a sentence that states the purpose of your poster, commercial, or social media post.
What do you want to say about your e-waste drive? What action do you want people to take?

Step 2: Explain why recycling e-waste is important.

Read each section of the infographic. In the box below, explain why recycling e-waste is important.
In other words, say why people should bring their old electronics to your e-waste drive.

Step 3: Create.

You're ready to create a poster, 30-second commercial, or social media post about the e-waste drive. Click through the following slides for tips and guiding questions for each format.



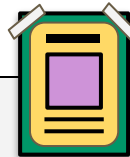
COMMERCIAL

- Think about the tone you want for your commercial. Will it be funny? Intense? Informational? Inspiring? Just remember that you want your commercial to *work*—to convince people to participate in the drive.
- Will your commercial be a mini movie with characters and a story? Or will it feature an expert, such as a scientist who speaks directly to the viewer? Or maybe you can find a celebrity to star in your video. (You can have an "actor" *play* an expert or a celebrity.) Or maybe you'd rather have a series of powerful images.
- Will there be narration? Music? Now is the time to get creative!
- Use the information you wrote in Step 2 to support your purpose. Think about which details will have the biggest impact on your viewers.



SOCIAL MEDIA POST

- What photos, illustrations, or videos will you use for your post? Think about what kind of image(s) would be most likely to catch someone's attention and make them want to click to find out more.
- Be concise. People generally scan posts very quickly. You'll need to get your point across in a quick and clear way.
- Include only the most important information from Step 2—the details that will most effectively achieve your purpose.



POSTER

- How will you grab people's attention as they walk by? How will you get people to read your poster? What will your main image be—a photo or an illustration? Will there be any additional images?
- Include only the most important information from Step 2—the details that will most effectively achieve your purpose.

E-Waste Contest

Imagine you are holding an e-waste collection drive. Make a poster, 30-second commercial, or social media post about the drive. Include an explanation of why recycling e-waste is important. Send your work to E-Waste Contest. Three winners will each get a \$20 gift card to the online Scholastic store.

Entries will be judged on:

- ✓ creativity
- ✓ clarity
- ✓ 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 _____

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THE LAND OF THE MIDNIGHT SUN

HAVE YOU EVER WISHED A SUMMER DAY COULD LAST FOREVER?
THEN YOU MIGHT WANT TO VISIT FAIRBANKS, ALASKA.

Directions: Read the article. Then follow the numbered prompts to revise and polish the writing by editing this document.

Let's take a walk down the streets of Fairbanks, Alaska. Wave to Mr. Freeman mowing his lawn. Breathe in the tantalizing smell of burgers sizzling at the Wells family barbecue. Listen to the laughter of young kids playing outdoors.

When you reach downtown, be sure to **1** **walk** around the street festival, where you can grab a hot dog and listen to live music. The shadows are growing longer as the sun begins to set. You better hurry if you want to catch the end of the baseball game. This might seem like an ordinary summer evening, but then you check the time. It's . . . 11 p.m. Welcome to the Land of the Midnight Sun.

1. The author used this word already. Choose another, more precise word.

Long Days

2 **For nearly four months each year, it never gets dark in Fairbanks.** At night, the sun dips low, but just when it seems like it's about to disappear beyond the horizon, it climbs right back up into the sky.

2. Incorporate this detail: The midnight sun season lasts from April 22 to August 20.

3 The reason the sun never quite sets has to do with Fairbanks' location. Fairbanks' location is close to the Arctic Circle. Every 24 hours, Earth makes one full rotation on its axis. The side of Earth that faces the sun experiences daylight, while the side facing away from it experiences darkness.

3. Combine these two sentences into one concise sentence.

But Earth isn't perfectly upright. It's tilted. Summer occurs in Alaska when the Northern Hemisphere is angled toward the sun. During this time, the closer you get to the Arctic Circle, the more sunlight you receive, because the sun shines down on this area continuously.

4 The opposite is true in the winter months, when the Arctic Circle tilts away from the sun, so in Fairbanks and other places in the Northern Hemisphere, daytime is very short; in some areas, the sun never rises at all, resulting in a months-long period of darkness called a polar night.

4. This sentence is soooooooooo long! Break it up into two or three sentences.

5 Subheading

In Fairbanks, people celebrate the midnight sun with an annual festival, complete with a baseball game that starts around 10 p.m. Tourists flock to Fairbanks to experience the endless summer days, but the nonstop daylight doesn't seem all that remarkable to residents.

"We're used to it," says Brennan, 15. He and his friend Lily, also 15, have lived in Fairbanks their entire lives. "Light or dark, day or night, we do our normal things," says Lily.

And sometimes normal means a baseball game at 10 p.m.

5. Write a subheading for this section.
