

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

# TO, TOO, OR TWO?

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

## to

*To* is a preposition. It has many uses, including to indicate a direction or destination; before the infinitive (basic) form of a verb; and to show a range of time.

### Examples:

*Lisa is going **to** Hawaii next week.*

*Mom asked me **to** take the extra cookies **to** school.*

*This will take 10 **to** 15 more minutes.*

## too

*Too* means "also" or "excessively."

### Examples:

*"Invite Jack **to** the party **too**," Lilly said as I was writing out the invitations.*

*My sister and I made **too** many cupcakes.*

## two

*Two* is a number.

### Examples:

*The recipe calls for **two** eggs and three sticks of butter.*

*My grandma said I could pick out **two** new shirts at the store.*

**Directions:** Write the correct word—**to**, **too**, or **two**—in each blank below.

1. "I want \_\_\_\_\_ adopt this kitten," Kayla said. "It's \_\_\_\_\_ cute!"
2. Mark rides his bike \_\_\_\_\_ school every day. Janey does \_\_\_\_\_.
3. After a rainy \_\_\_\_\_ weeks, Liam was excited \_\_\_\_\_ wake up \_\_\_\_\_ sunshine.
4. I've made \_\_\_\_\_ kinds of dip for the party, and I am thinking of making brownies \_\_\_\_\_.

**Directions:** Write your own sentence using **to**, **too**, or **two**—or all three!

5. \_\_\_\_\_  
\_\_\_\_\_

# Anticipation Guide

## "Disaster in the Sky"

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

	Agree	Disagree
1. "There can be no great accomplishment without risk." —Neil Armstrong		
2. Humans will someday walk on Mars.		
3. Space travel benefits us here on Earth.		
4. Space exploration is worth the cost.		
5. Civilians should go to space.		
6. Humans will have a permanent base on the moon.		
7. It can be difficult to do the right thing when everyone around you is doing the opposite.		
8. Humans have a natural desire to explore the unknown.		

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

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

# Vocabulary

## "Disaster in the Sky"

1. **brittle** (BRIH-tuhl) *adjective*; Something that is brittle is hard and easily broken. Brittle things are not flexible and do not bend. Hard peppermint candy, for example, could be described as brittle.
2. **commission** (kuh-MIH-shuhn) *noun*; A commission is a group of people hired to perform a certain task. They often study or review how well something works to ensure health, safety, or fairness.  
  
There are special commissions that function as part of the United States government. The Federal Trade Commission, for example, is a group that works to stop unfair business practices.
3. **cosmos** (KOHZ-mohss) *noun*; The cosmos is another way to refer to the universe. It encompasses stars, planets, moons, asteroids, and everything else found within the universe.
4. **engineer** (en-juh-NEER) *noun*; An engineer is a person who uses science and math to design and create machines and other structures or systems. Engineers make many things, such as smartphones, bridges, buildings, and airplanes.
5. **orbit** (OR-bit) *verb or noun*; As a verb, *orbit* means "to circle or revolve around." All the planets in the solar system orbit the sun.  
  
An orbit is the circular path that one thing takes around another. In a year, the Earth travels around the sun once. The path it takes is called its orbit.
6. **rigorous** (RIH-guh-ruhs) *adjective*; Something rigorous is challenging, strict, or intense. To become a doctor, you must pass rigorous tests to show your knowledge and skills. Preparing to run a marathon includes a rigorous training routine.

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

## Vocabulary Practice

### "Disaster in the Sky"

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

1. Which of the following could be described as brittle?
  - a. a fingernail that keeps breaking
  - b. a piece of clay that you can mold
  - c. a T-shirt with a hole in it
  - d. a slice of pizza fresh out of the oven
  
2. Which would most likely require rigorous training?
  - a. watching a movie
  - b. becoming a firefighter
  - c. cleaning your room
  - d. baking brownies
  
3. In what scenario would an engineer be needed?
  - a. a government wants to pass a new law
  - b. a basketball team wants to host a fundraiser
  - c. a farmer wants to make jam with her berry crop
  - d. a school wants to build a new gymnasium
  
4. Which most closely describes a commission?
  - a. a group of friends who play soccer on Saturdays
  - b. a book club
  - c. a team of scientists being interviewed on TV about a newly discovered planet
  - d. a group of experts reviewing a town's recycling program

**Directions:** Match each book description to its title by writing A-C in the boxes.

### BOOK TITLES

A. *Combing the Cosmos*

B. *The Last Orbit*

C. *Engineering Evil*

5. Astronomer Anita Suarez describes her lifelong search for extraterrestrial life in the universe.

6. In this terrifying work of fiction, two scientists invent a robot to help with research. Unfortunately, the robot has other plans and hatches a sinister plot that could destroy the galaxy.

7. In this gripping memoir, retired astronaut Phil Boggs details his last trip around Earth as he completed his final mission aboard the International Space Station.

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

# Video Discussion Questions

## Behind the Scenes: "Disaster in the Sky"

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### Before reading "Disaster in the Sky"

1. What is the mood of the segment of the video about the history of space exploration and NASA's shuttle program (3:13-5:03)? Consider the music, narration, and visuals.
2. In President Reagan's speech he says, "We've learned in these past few months that we're frail and fallible, but we have also learned that we have the courage to face our faults and the strength to correct our errors." What does the word *fallible* mean?

### After reading "Disaster in the Sky"

3. In the video, Kristin Lewis explains she wanted her article to explore what we learned from the *Challenger* disaster and how we were able to move forward after such a tragedy. Based on information in the article, what did NASA learn from the disaster and how did it move forward?

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

# Close-Reading Questions

## "Disaster in the Sky"

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1. What was ordinary about the *Challenger* mission? What was extraordinary about it? (key ideas and details)

2. What big ideas does the section "Great Achievement" help readers understand? (key ideas and details)

3. Consider the quote Lewis includes from Thiokol engineer Allan McDonald: "If anything happens to this launch, I wouldn't want to be the person that has to stand in front of a board of inquiry to explain why we launched." What did he mean? Why *did* NASA go ahead with the launch? (interpreting text, key ideas and details)

4. What role did the weather play in the catastrophe? (cause and effect)

5. What did NASA learn it needed to change as a result of the *Challenger* disaster? (cause and effect)

6. The root *spect-* means "to look at or examine." Find two words in the article with the root *spect-* and use context clues to figure out the meaning of the words. Can you think of any other *spect-* words? (vocabulary)

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

# Critical-Thinking Questions

## "Disaster in the Sky"

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1. According to Lewis, how much interest did the public have in space exploration at the time of the *Challenger* mission? How do you think the public's interest then compares with the public's interest in space exploration today?

2. Consider the quote from President Ronald Reagan in the final lines of the article. What did he mean? How was the *Challenger* crew "pulling us into the future"? How have we continued to follow them into the future?



**3.** In what ways, if any, do you think differently about space exploration after reading this article? Do you think space exploration is valuable?

**4.** What do you think the future of space exploration holds?

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

# The *Challenger* Mission

**Directions:** Read "Disaster in the Sky." Then use this planner to help you respond to the prompt that appears at the end of the article.

## 1. What made the 1986 *Challenger* mission unique?

Who made up the 1986 *Challenger* crew? Why was the public so swept up in this mission?

## 2. How did the disaster impact space exploration?

What did NASA learn it needed to change as a result of the *Challenger* disaster? What became of the space shuttle program?

**You're ready to create your artwork or poem.**

**BRAINSTORMING TIPS:**

- Go back through the article, circling words, phrases, imagery, or big ideas that really stuck with you. (*Examples: eyes cast to the sky, wonder*)
- Make a list of the people and places you want to include in your artwork or poem. (*Examples: Christa McAuliffe, Allan McDonald, Mars*)
- Consider the verb in the prompt: *honor*. To honor is to show respect and admiration. Think about how your art or your words can express honor for the 1986 *Challenger* mission and its impact on space exploration.

# CHOICE BOARD

## "DISASTER IN THE SKY"

Write a poem or create a work of art that honors the *Challenger* mission and its impact on space exploration.

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

Reread the sections "Dire Warnings," "The Investigation," and "The Legacy." Then respond to the question below in writing or in an audio/video recording:

What lessons can be learned from Allan McDonald?

With at least one classmate, go to Scope Online to read *A Walk on the Moon*, a play about the 1969 moon landing. Then discuss:

- What does this play add to your understanding of NASA? Space exploration?
- What type of event or achievement do you think could capture the world's attention today in the same way that the moon landing captured the world's attention in 1969? Explain.

Using information in the article and your own ideas, continue the timeline "Space Firsts" where it leaves off, in 2011. Create at least four more entries including years, images or drawings, and captions detailing what you imagine the next age of space exploration will hold.

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

## “Disaster in the Sky” Quiz

Directions: Read “Disaster in the Sky” from the December/January issue of *Scope*.  
Then answer the questions below.

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1. Consider the line: “Seven crew members were strapped into their seats, bracing for the ear-splitting, teeth-rattling roar of the rockets that would hurtle them into space.” This line \_\_\_\_\_.
  - A. explains how rockets work
  - B. helps you understand how loud and intense the launch would be for the crew
  - C. explains that there was a problem with the rockets
  - D. illustrates the bad weather on the day of the launch
2. Why was there an urgency to launch? Choose TWO.
  - A. The shuttle program was behind schedule.
  - B. The engineers had observed something troubling.
  - C. The public was drawn into the excitement, and many people would be watching.
  - D. Not everyone thought the launch should go forward.
3. Lewis writes, “The next morning, McDonald watched *Challenger* blast off with a sense of dread.” She means that McDonald felt \_\_\_\_\_.
  - A. fearful and anxious
  - B. calm and prepared
  - C. unsure and confused
  - D. shocked and angry
4. What is the purpose of the section “Great Achievement”? Choose TWO.
  - A. to explain why the *Challenger* launch failed
  - B. to show the success that NASA had experienced up until the *Challenger* launch
  - C. to compare and contrast the achievements of Russia with those of the U.S.
  - D. to provide a brief history of space exploration
5. Which statement best describes how the author structures the section “The Launch”?
  - A. She uses a problem and solution structure to explain the problems the engineers discovered and how they thought those problems should be solved.
  - B. She uses a sequence of events structure to describe events leading up to the launch.
  - C. She uses description to illustrate how excited everyone was for the launch.
  - D. She uses a cause and effect structure to explain how cold weather affects rockets.
6. According to the article, why did Thiokol change its recommendation and agree to the launch?
  - A. Thiokol believed the rockets were safe.
  - B. NASA convinced Thiokol that Thiokol’s findings were incorrect.
  - C. Thiokol wanted to protect future business with NASA.
  - D. Thiokol didn’t believe there was a risk.

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

## Constructed-Response Questions

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

7. What was the purpose of the commission appointed by President Ronald Reagan? Why was the commission important?
8. Explain what President Reagan meant when he said, “The future doesn’t belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we’ll continue to follow them.” Why might the author have ended her article with this quote?

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

## "Disaster in the Sky" Quiz

**Directions:** Read "Disaster in the Sky" from the December/January issue of *Scope*.  
Then answer the questions below.

1. Consider the line: "Seven crew members were strapped into their seats, bracing for the ear-splitting, teeth-rattling roar of the rockets . . ." The words "ear-splitting" and "teeth-rattling" help the reader understand \_\_\_\_\_.
  - A. how rockets work
  - B. how loud and powerful the rockets were
  - C. that there was a problem
  - D. that the weather was bad that day
2. What are two reasons the launch went forward?
  - A. Many people were planning to watch.
  - B. The engineers had seen something troubling.
  - C. The shuttle program was behind schedule.
  - D. Some thought the launch should be postponed.
3. Lewis writes, "Temperatures were predicted to plummet to 18 degrees overnight." Based on context clues, *plummet* means \_\_\_\_\_.
  - A. to drop quickly and by a large amount
  - B. to drop slowly over time
  - C. to drop slightly
  - D. to increase slowly
4. What is the purpose of the section "Great Achievement"? Choose TWO.
  - A. to explain why the *Challenger* launch failed
  - B. to show NASA's success up until the *Challenger* launch
  - C. to compare and contrast the achievements of Russia with those of the U.S.
  - D. to provide a brief history of space exploration
5. The section "The Launch" uses a sequence of events text structure to
  - A. explain how cold weather affects rockets.
  - B. describe the events leading up to the launch.
  - C. illustrate how excited everyone was for the launch.
  - D. explain why NASA went ahead with the launch.
6. According to the article, why did Thiokol change its recommendation and agree to the launch?
  - A. Thiokol believed the rockets were safe.
  - B. NASA convinced Thiokol that Thiokol's findings were incorrect.
  - C. Thiokol did not want to risk future business with NASA.
  - D. Thiokol didn't believe there was a risk.

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

## Constructed-Response Questions

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

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7. What was the purpose of the commission appointed by President Ronald Reagan? What did the commission discover?

8. Explain what President Reagan meant when he said, “The future doesn’t belong to the fainthearted; it belongs to the brave. The *Challenger* crew was pulling us into the future, and we’ll continue to follow them.”



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 “Disaster in the Sky.”

1. What event is this article mostly about?
2. Give a few details about what happened, such as the people involved, what the plan had been, and the public's reaction to the tragedy that occurred.
3. What were the causes of the tragedy described in this article?
4. What changes happened as the result of this tragedy?
5. Are there any other important details you haven't mentioned? Write them here.

## Summary of “Disaster in the Sky”

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 "Disaster in the Sky."

On January 28, 1986, the *Challenger* space shuttle and its crew blasted off from  
NASA's launch site in Cape Canaveral, Florida. The shuttle was meant to  
\_\_\_\_\_. But a little  
over a minute after liftoff, tragedy struck. \_\_\_\_\_, and  
the *Challenger* was destroyed. All seven crew members were lost. The public was  
\_\_\_\_\_, and people wanted answers. As it turned out, a group  
of engineers had urged NASA not to launch. After examining rockets from  
previous missions, they discovered \_\_\_\_\_. NASA  
was not convinced by the evidence and went ahead with the launch. After the  
tragedy, a commission was appointed to investigate what happened. They found  
that \_\_\_\_\_. As a result,  
\_\_\_\_\_.

*What was the shuttle meant to do?*

*What happened 73 seconds into the launch?*

*What was the public's reaction to the tragedy?*

*What problems did the engineers find with the rockets?*

*What did the commission conclude about the mission and NASA?*

*What happened at NASA as a result of the tragedy and investigation?*

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 "Disaster in the Sky."**

**1.** Consider the title, the image, and the countdown on pages 4-5. What mood do they create? Why?

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**2.** Read the timeline "Space Firsts." What does it show?

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**3.** What information in the main article does "The Shuttle Up Close" help you understand?

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**4.** Examine the sidebar "Into the Future." Describe the two images it includes. Why might the editors have chosen these images?

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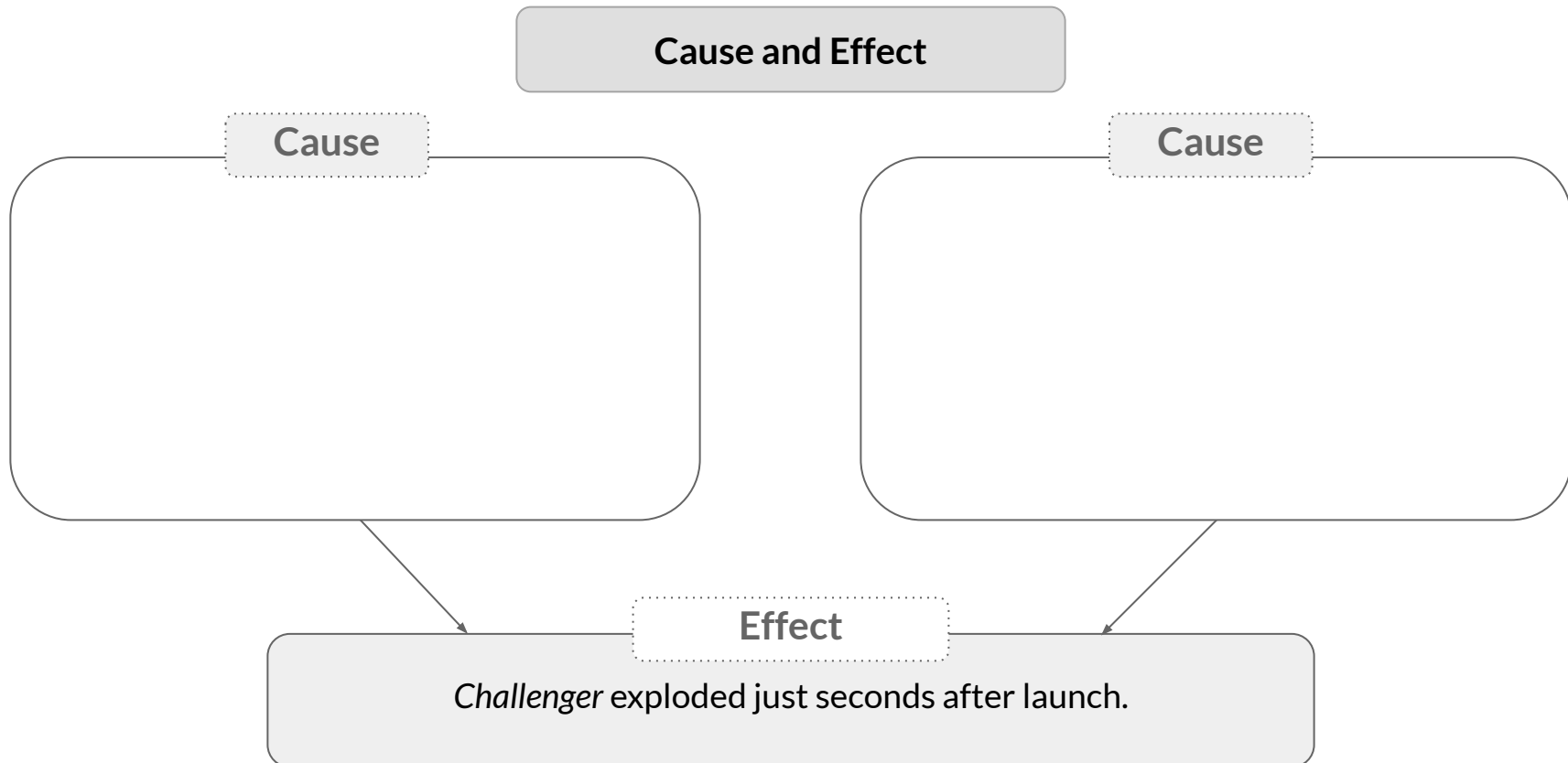
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Name: \_\_\_\_\_

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

**Directions:** Read "Disaster in the Sky." Then complete this activity to organize information in the article using text structures.



## Cause and Effect

### Cause

President Ronald Reagan appointed a commission to investigate the *Challenger* disaster.

### Effect

### Effect

*Hint: What became of the space shuttle program?*

**START  
HERE!**

Sequence of  
Events

Follow the arrows to complete a timeline of events from the article  
“Disaster in the Sky.” Use details from the article.

1958

January 28

8:00 a.m.

1961

January 27

11:38 a.m.

1969

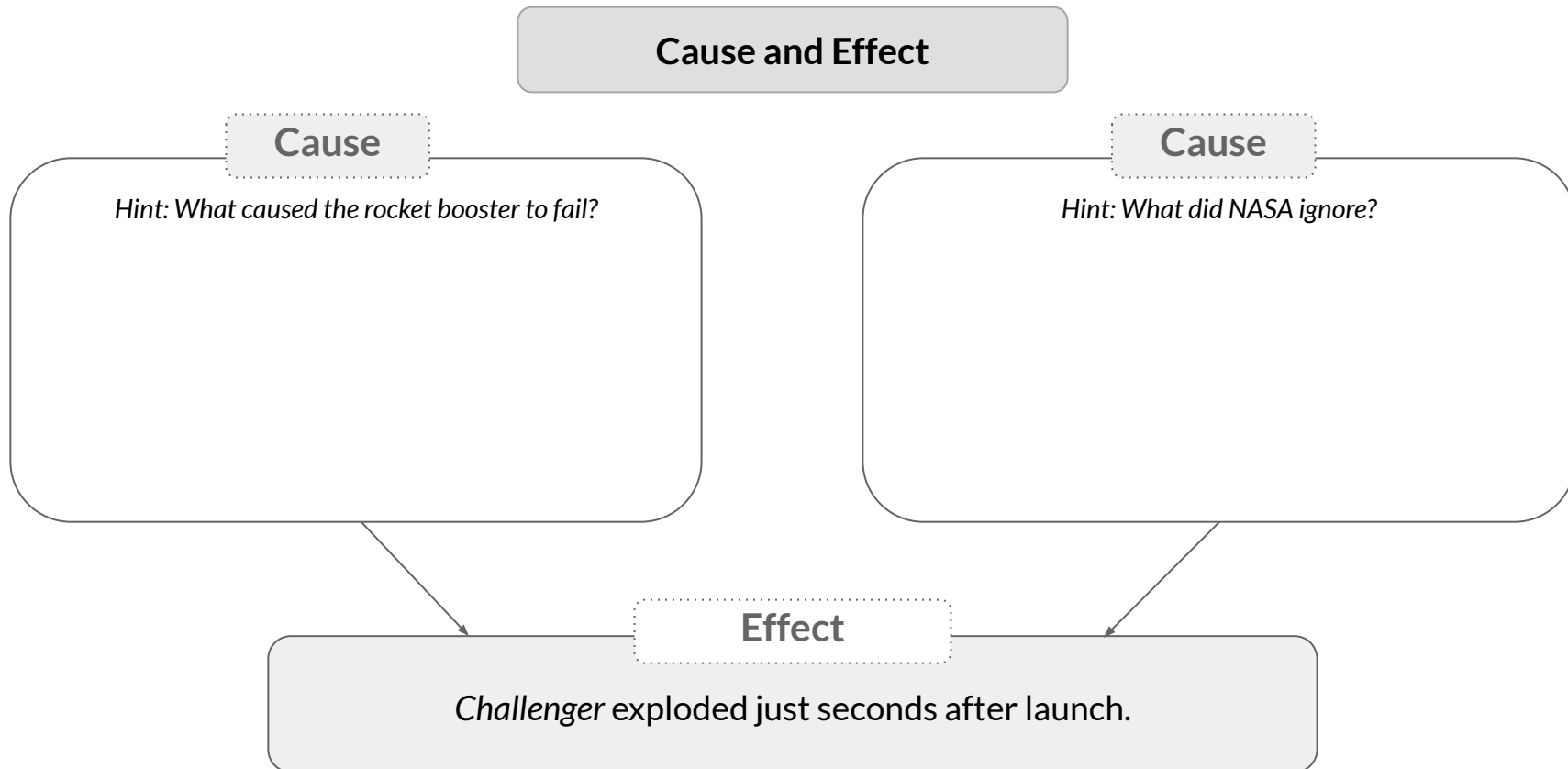
January 26, 1986

73 seconds later

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

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

**Directions:** Read "Disaster in the Sky." Then complete this activity to organize information in the article using text structures.





## Cause and Effect

### Cause

President Ronald Reagan appointed a commission to investigate the *Challenger* disaster.

### Effect

*Hint: What happened at NASA as a result of the commission's report?*

### Effect

*Hint: What became of the space shuttle program?*

**START  
HERE!**

**Sequence of  
Events**

Follow the arrows to complete a timeline of events from the article  
“Disaster in the Sky.” Use details from the article.

1958

NASA was founded with the mission to explore space.

January 28

Overnight, temperatures had . . .

8:00 a.m.

1961

January 27

A handle on *Challenger* broke, delaying launch again. That night, engineers . . .

11:38 a.m.

1969

January 26, 1986

73 seconds later

*Challenger* exploded, and all seven crew members were lost.

# Challenger Contest

Write a poem or create a work of art that honors the *Challenger* mission and its impact on space exploration. Send your work to Challenger Contest. Three winners will each get *We Dream of Space* by Erin Entrada Kelly.

## Entries will be judged on:

- ✓ use of key ideas and details
- ✓ 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 \_\_\_\_\_

Include this form with the entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 20, 2023.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*



# Theme Anticipation Guide

## *The Jumbies*

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

	Agree	Disagree
1. There is no such thing as magic.		
2. Those who pass away are never really gone.		
3. It’s possible to coexist with those who are different from you.		
4. No amount of power is worth losing your character.		
5. Appearances are often deceiving.		
6. Conflict can lead to positive change.		
7. True friends stick with you no matter what.		

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

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

# Vocabulary

## *The Jumbies*

1. **exact (ig-ZAKT)** *adjective or verb*; As an adjective, *exact* means “completely accurate or precise,” as in “My dog and I sneezed at the exact same time!”

As a verb, *exact* means “to demand and get by force or threat.” If someone “exacts revenge,” they punish a person who has harmed or wronged them. In *Spider-Man*, Peter Parker is often on a quest to exact revenge on the villain who killed his uncle.

2. **haggle (HA-guhl)** *verb*; To haggle is to bargain or argue over the cost of something. For example, you might haggle over a basketball at a garage sale: If the seller asks for \$15, you could offer \$8, and then you might both agree on \$10. You might haggle with your parents over what time you should go to bed.
3. **lope (loh-p)** *verb*; To lope is to move or run with long, bounding strides. When you get home from school, your dog might lope across the yard to greet you.
4. **lush (luhsh)** *adjective*; Something that is lush is growing and flourishing. *Lush* is often used to describe places in nature, such as rainforests or farmland. You might describe a garden in full bloom as lush.
5. **pendant (PEN-duhnt)** *noun*; A pendant is an object—often a stone or jewel—that hangs from a necklace.

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

## Vocabulary Practice

### *The Jumbies*

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

- |  |   |
|--|---|
| <p>1. Which of the following might be described as lush?</p> <ul style="list-style-type: none"><li>a. a baby turtle</li><li>b. an old vacuum cleaner</li><li>c. a thick green forest</li><li>d. a skyscraper</li></ul> <p>2. Where would you most likely wear a pendant?</p> <ul style="list-style-type: none"><li>a. around your waist</li><li>b. around your neck</li><li>c. on your forehead</li><li>d. on your index finger</li></ul> <p>3. Which is a synonym of <i>haggling</i>?</p> <ul style="list-style-type: none"><li>a. returning</li><li>b. purchasing</li><li>c. talking</li><li>d. bargaining</li></ul> | <p>4. Which of the following could be described as loping?</p> <ul style="list-style-type: none"><li>a. a running deer</li><li>b. a sleeping cat</li><li>c. a buzzing bee</li><li>d. a sitting frog</li></ul> <p>5. Which is a synonym of <i>exact</i>?</p> <ul style="list-style-type: none"><li>a. give</li><li>b. take</li><li>c. lend</li><li>d. borrow</li></ul> |
|--|---|

# Close-Reading Questions

## *The Jumbies*

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4. In the final scene, why do you think the witch smiles at Corinne? What does the witch help Corinne come to understand about herself? (inference)

5. Consider what Corinne says in Scene 1: “Mama always said a seed is a promise. That I must plant it and watch it grow.” Why is this line important in the story? How is a seed a promise? (figurative language, theme)

6. What genre of literature would you place this story into besides drama? Which elements of the story make you say so? (author’s craft)



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

# Critical-Thinking Questions

## *The Jumbies*

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1. Severine says that Corinne has more power than she knows. In addition to her magical powers, what character traits make Corinne powerful?

2. How do you think life on the island will change now that Severine is gone? How do you think Corinne's life will change?

3. Does Corinne remind you of any characters from other stories you've read or movies you've seen? If so, in what way?

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

# Jumbies and Humans

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

1. Based on the prologue, how do humans view jumbies? How do jumbies view humans and themselves?
2. Based on Scenes 1 and 2, how do Corinne and her friends view jumbies? What is their knowledge of jumbies based on?
3. Why does Severine want to turn all humans into jumbies?

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# CHOICE BOARD

## *THE JUMBIES*

To misjudge someone is to have a wrong opinion of them. How do the humans misjudge the jumbies? How does Severine misjudge the humans? Answer both questions in a short response.

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

Write a prequel to *The Jumbies*. Tell the story of how Nicole La Mer met Pierre, and decided to live among humans, despite knowing it would kill her.

Write a peace treaty between the jumbies and the humans that explains how they will share the island in the future.

Divide a piece of paper into four quadrants. In each quadrant, draw one of the following characters as you imagine them: Severine, Soucouyant, Lagahoo, or the Douens. You can use the descriptions in the prologue and Scene 6 to help you.

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

## ***The Jumbies Quiz***

**Directions:** Read *The Jumbies* from the December/January issue of *Scope*. Then answer the questions below.

1. **What is the purpose of the prologue? Choose TWO.**
  - A. to show that the jumbies are evil
  - B. to explain the conflict between the jumbies and the humans
  - C. to show that Severine is a strong leader
  - D. to foreshadow Corinne's connection to the jumbies
2. **In Scene 4, Severine is characterized as \_\_\_\_\_.**
  - A. somber and unhappy
  - B. brave and daring
  - C. intelligent and resourceful
  - D. powerful and dangerous
3. **Which lines support your answer to Question 2? Choose THREE.**
  - A. **SD1:** Smiling wickedly, she drops the root into the soup and stirs.
  - B. **Severine:** He can't protect you now.
  - C. **SD1:** A sliver of light bounces off Corinne's pendant onto Severine, and she flinches.
  - D. **Severine (shouting):** My jumbie army is coming! The time of the humans is over!
4. **In Scene 6, SD3 says, "He reaches down to help her up, then recoils." The word *recoils* tells you that Malik is \_\_\_\_\_.**
  - A. angry
  - B. confused
  - C. alarmed
  - D. calm
5. **In Scene 7, the witch says, "Their kind, your kind. What's the difference?" What does she mean?**
  - A. She does not understand what the jumbies are.
  - B. She thinks jumbies and humans are identical in every way.
  - C. She believes that the jumbies and humans are equal and that they can get along despite their differences.
  - D. She is telling Corinne that she is a jumbie.
6. **Which of the following is NOT a theme of the play?**
  - A. One shouldn't act without considering the consequences first.
  - B. Standing up to evil takes courage.
  - C. Friendship is important.
  - D. People often misjudge each other.

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

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

## *The Jumbies Quiz*

**Directions:** Read *The Jumbies* from the December/January issue of *Scope*. Then answer the questions below.

1. In the prologue, the jumbies \_\_\_\_\_.  
Choose TWO.
  - A. help the audience understand that they are evil
  - B. explain the problems they have with the humans
  - C. make Severine seem like an excellent leader
  - D. introduce themselves
2. Scene 4 reveals that Severine is a \_\_\_\_\_.  
jumbie.
  - A. sad
  - B. brave
  - C. smart
  - D. dangerous
3. Which lines support your answer to Question 2? Choose THREE.
  - A. **SD1:** Smiling wickedly, she drops the root into the soup and stirs.
  - B. **Severine:** He can't protect you now.
  - C. **SD1:** A sliver of light bounces off Corinne's pendant onto Severine, and she flinches.
  - D. **Severine (shouting):** My jumbie army is coming! The time of the humans is over!
4. In Scene 6, SD3 says, "He reaches down to help her up, then recoils." Based on context clues, *recoils* means \_\_\_\_\_.
  - A. fights
  - B. gets hurt
  - C. draws back in fear
  - D. cries
5. In Scene 7, the witch says, "Their kind, your kind. What's the difference?" She means that the jumbies and the humans \_\_\_\_\_.
  - A. are always going to be fighting
  - B. are identical in every way
  - C. are equal even though they are different
  - D. are both evil
6. Which of the following statements is NOT supported by the play?
  - A. One shouldn't act without considering the possible consequences first.
  - B. It takes courage to stand up to evil.
  - C. Friendship is important.
  - D. People often misjudge each other.

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

## Constructed-Response Questions

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

7. Corinne shows bravery throughout the play. Explain how her bravery helps her defeat Severine. Use text evidence to support your ideas.
8. How does Corinne's pendant help her throughout the play? Use text evidence to support your ideas.



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

# MAKING INFERENCES

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

**Directions:** Read *The Jumbies*. Then read each set of clues in the left-hand column and make an inference in the right-hand column.

Clues	Inference
<p><b>1. Consider Corinne and her friends' conversation in Scene 2:</b></p> <p><b>Dru:</b> True, but it's next to the mahogany forest. Everyone knows that forest is dangerous. It's where the jumbies live.</p> <p><b>Malik:</b> How can you go into the forest and survive?</p> <p><b>Corinne:</b> They say the jumbies live in the forest, but has anyone actually seen a jumbie? Maybe they don't really exist.</p> <p><b>SD3:</b> Suddenly, the market falls quiet.</p> <p><b>SD1:</b> The kids turn to see what everyone is looking at: a tall woman dressed in fine cloth the color of forest leaves.</p> <p><b>Corinne:</b> Who is that?</p> <p><b>Malik:</b> I don't know. But she moves as if gliding on a ribbon.</p> <p><b>Dru:</b> Maybe she's a jumbie. I heard they take potions to look like us.</p>	<p><i>How do Corinne and her friends feel about the jumbies? What is their knowledge of jumbies based on?</i></p>
<p><b>2. Read these lines from Scene 4:</b></p> <p><b>SD1:</b> He gazes out the window, shaking his head. But the sky is clear and blue.</p> <p><b>Pierre:</b> What if I had taken my fishing boat out in this lashing rain and deadly lightning? If Corinne were left alone—</p> <p><b>Severine:</b> Family is everything, isn't it?</p>	<p><i>Why does Severine say this to Pierre?</i></p>

Clues	Inference
<p>3. Consider these lines from Scene 4:</p> <p><b>Pierre:</b> This is Severine. I offered her shelter from this terrible storm.</p> <p><b>Corinne</b> (<i>confused</i>): What storm?</p> <p><b>SD1:</b> Severine ladles the stew into a bowl for Pierre. He begins eating it.</p> <p><b>SD2:</b> The more he eats, the cloudier his eyes become and the faster he gulps the stew, until he's eating like a greedy animal.</p> <p><b>Corinne:</b> Papa?</p> <p><b>SD3:</b> He doesn't respond.</p>	<p><i>What did Severine do to the stew?</i></p>
<p>4. Consider this interaction from Scene 4:</p> <p><b>Severine:</b> We jumbies cannot live among humans. It kills us, eventually. Your mother fell in love with your father and chose to stay anyway. But don't worry. He will soon be a jumbie. And so will every human on this island.</p> <p><b>SD1:</b> A sliver of light bounces off Corinne's pendant onto Severine, and she flinches.</p> <p><b>SD2:</b> Her skin shrivels like old tree bark. Centipedes, cockroaches, and beetles swarm over her.</p>	<p><i>What can you infer about Corinne's pendant?</i></p>
<p>5. Consider this interaction from Scene 9:</p> <p><b>Villager 2:</b> I don't believe it. We must get rid of them.</p> <p><b>Corinne:</b> They are not monsters. And this island was theirs before it was ours. We have to find a way to live together.</p> <p><b>SD2:</b> The witch smiles at Corinne.</p>	<p><i>Why does the witch smile at Corinne?</i></p>

# The Jumbies Contest

To misjudge someone is to have a wrong opinion of them. How do the humans misjudge the jumbies? How does Severine misjudge the humans? Answer both questions in a short response. Send your work to The Jumbies Contest. Three winners will each get *Rise of the Jumbies* by Tracey Baptiste.

## Entries will be judged on:

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

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

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

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

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

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 20, 2023.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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

# Vocabulary

## “How Tacos Conquered America” and “The Story of Spaghetti and Meatballs”

- 1. course (kohrs)** *noun*; As it is used in the story, *course* refers to one part of a meal. If a restaurant serves food in courses, it serves several different dishes, usually one after another. For example, a restaurant might serve a salad as the first course, fish and potatoes as the second course, and a slice of cake as the third course.
- 2. economy (ih-KAH-nuh-mee)** *noun*; An economy is a system made of three things: all the people who create goods or provide services, all the people who use goods and services, and the buying and selling of those goods and services. The world as a whole has an economy, and so do individual countries, states, cities, and towns.  
  
(Goods are items you can buy—like sneakers, chips, and bicycles. Places that provide services include restaurants, social media sites, and gyms.)
- 3. entrepreneurial (on-tre-pre-NUHR-ee-uhl)** *adjective*; When someone is entrepreneurial, they have the motivation, skill, and creativity to start their own business. An entrepreneurial person who enjoys baking might decide to open a bakery.
- 4. expertise (ex-per-TEEZ)** *noun*; When someone has expertise, they have great knowledge and skill in an area. A historian might use their expertise on the Civil War to write a book about the Civil War. A botanist, or plant scientist, might use their expertise in plants to grow a spectacular garden.
- 5. patent (PA-tint)** *noun*; A patent is an official document created by the U.S. Patent and Trademark Office (USPTO). A patent provides details about an invention and explains who has the right to make and sell it.

Anyone who invents something can request a patent. If you were to invent a suit that makes you invisible, you could obtain a patent so that no one would be able to copy your invention and sell it as their own.

6. **staple** (STAY-puhl) *adjective or noun*; Something that is staple is necessary, basic, and used constantly by many people. Rice is a staple food for many people around the world. Jeans are a staple item in many people's wardrobes.

*Staple* can also be used as a noun to mean "a basic product that is always in demand." If you buy staples at the grocery store, you are buying things like bread, milk, and eggs.

7. **traditional** (truh-DIH-shuh-nuhl) *adjective*; Something that is traditional is important to a group of people and passed down over generations. Many cultures have traditional foods, music, and clothing. For example, for many Americans, turkey, gravy, and mashed potatoes are traditional Thanksgiving foods.

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

# Vocabulary Practice

## "How Tacos Conquered America" and "The Story of Spaghetti and Meatballs"

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

1. **staple**
  - a. basic
  - b. necessary
  - c. nonessential
  - d. standard
  
2. **expertise**
  - a. inexperience
  - b. understanding
  - c. proficiency
  - d. mastery

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

3. **A person might file a patent for** \_\_\_\_\_.
  - a. their new puppy
  - b. a flying car they invented
  
4. **A country's economy mainly involves its** \_\_\_\_\_.
  - a. goods and services
  - b. land and borders
  
5. **If a meal is served in courses, it is** \_\_\_\_\_.
  - a. made up of multiple dishes
  - b. eaten quickly
  
6. **A traditional story** \_\_\_\_\_.
  - a. has been told over and over for years
  - b. is fresh, original, and surprising

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

# Close-Reading Questions

## "How Tacos Conquered America" and "The Story of Spaghetti and Meatballs"

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1. What problem did Juvencio Maldonado face? How did he solve it? (problem and solution)

2. How did Maldonado's invention help increase the popularity of tacos? (cause and effect)

3. What did the arrivals of tacos and spaghetti and meatballs in the U.S. have in common? (compare and contrast)

4. How did tacos, pasta with tomato sauce, and meatballs change after arriving in the U.S.? Why? (cause and effect, compare and contrast)

5. What do Taco Bell and Chef Boyardee have in common? (compare and contrast)



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

# Critical-Thinking Questions

## "How Tacos Conquered America" and "The Story of Spaghetti and Meatballs"

---

1. In a 2012 *New York Times* editorial, Rachel L. Swarns wrote "food is never just food." What do you think she meant? What can food do other than provide nourishment?

2. Revisit your response to the Do Now. In what ways, if any, do you see the food you chose—and food in general—differently after reading this article?

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

# Tacos and Spaghetti

**Directions:** Read “How Tacos Conquered America” and “The Story of Spaghetti and Meatballs.” Then use this planner to help you respond to the prompt that appears at the end of the articles. (*Pssst! When you **compare** two or more things, you study them to find ways in which they are similar and different.*)

	Tacos	Spaghetti and Meatballs
1. Where do these beloved foods have their roots?		
2. How did these dishes change upon their arrival in the U.S.?		

	Tacos	Spaghetti and Meatballs
3. What development(s) helped each dish go mainstream in the U.S.?		
4. What was the big appeal of these dishes for Americans (besides being delicious!)?		
5. How versatile are these dishes today? (Pssst! <i>Versatile</i> means “able to do or be many different kinds of things.”)		

# CHOICE BOARD

## "HOW TACOS CONQUERED AMERICA" & "THE STORY OF SPAGHETTI AND MEATBALLS"

In a short response, compare the rise of tacos with the rise of spaghetti and meatballs. Use text evidence.

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

A patent is a document issued by the government that gives the inventor of something the right to be the only one to make or sell that thing for a certain amount of time.

Imagine you are Juvencio Maldonado. Write a patent application for your mechanical fryer to be submitted to the U.S. Patent and Trademark Office. Include an illustration and a description of your fryer, along with an explanation of what makes it worthy of a patent.

Using dates and information from the articles, create an illustrated timeline that tells either the story of tacos or the story of spaghetti and meatballs.

Create a Venn diagram that shows the similarities and differences in the stories of tacos and spaghetti and meatballs.

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

## Paired Texts Quiz

**Directions:** Read “How Tacos Conquered America” and “The Story of Spaghetti and Meatballs” from the December/January issue of *Scope*. Then answer the questions below.

1. In “How Tacos Conquered America,” the section \_\_\_\_\_ helps explain \_\_\_\_\_.  
**Choose TWO.**
  - A. “Iceberg and Cheddar”; how and why traditional Mexican tacos changed in America
  - B. “The First Tacos”; how the taco fryer changed tacos
  - C. “A New Fast Food”; where other types of fast food come from
  - D. “America Loves Tacos”; how popular tacos still are in America
2. Author Mary Kate Frank writes that “a new way of eating was sweeping the country: fast food.” She means fast food was \_\_\_\_\_.
  - A. cleaning up the country
  - B. growing in popularity
  - C. confusing people
  - D. helping people
3. What is the main purpose of the sidebar “American Classics”?
  - A. to explain the influence America has had on food in other countries
  - B. to compare and contrast American food with food around the world
  - C. to explain the origins of several popular American dishes
  - D. to explain where doughnuts came from
4. Consider the line: “Rather than eating one dish at a time, courses were combined.” This detail helps explain
  - A. why Italians did not eat much meat.
  - B. why Chef Boyardee became popular in America.
  - C. how Italians traditionally ate their meals.
  - D. how spaghetti and meatballs ended up on the same plate.
5. The main purposes of “The Story of Spaghetti and Meatballs” are to \_\_\_\_\_.  
**Choose TWO.**
  - A. encourage readers to eat spaghetti and meatballs
  - B. show the impact that Italian immigrants have had on food in America
  - C. show how life in Italy was different from life in America
  - D. explain how spaghetti and meatballs became a popular American food
6. Both articles support the ideas that \_\_\_\_\_.  
**Choose TWO.**
  - A. Americans value quick and easy meals
  - B. cooking can be a dangerous job
  - C. several staple dishes in America have roots in other countries and cultures
  - D. tacos are a popular food in America

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

## Constructed-Response Questions

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

7. What problem did cooks at restaurants experience while making tacos? How was this problem solved? Support your response with text evidence.
8. In “The Story of Spaghetti and Meatballs,” the author explains how Italian immigrants brought new foods and flavors to America. How were these new foods and flavors then influenced by American life? Use text evidence.

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

## Paired Texts Quiz

**Directions:** Read “How Tacos Conquered America” and “The Story of Spaghetti and Meatballs” from the December/January issue of *Scope*. Then answer the questions below.

---

1. In “How Tacos Conquered America,” the section “America Loves Tacos” helps explain \_\_\_\_\_. Choose TWO.
  - A. how many different ways tacos can be eaten
  - B. a problem surrounding tacos and how it was solved
  - C. how tacos came to America
  - D. how popular tacos still are in America
2. Author Mary Kate Frank writes that “a new way of eating was sweeping the country: fast food.” She means fast food was \_\_\_\_\_.
  - A. cleaning up the country
  - B. growing in popularity
  - C. confusing people
  - D. helping people
3. The sidebar “American Classics” explains \_\_\_\_\_.
  - A. how American food influenced food in other countries
  - B. that the same foods have been enjoyed for thousands of years
  - C. the origins of several popular American dishes
  - D. how American food is different from food in Europe
4. Which detail helps explain how spaghetti and meatballs ended up on the same plate?
  - A. “Chef Boyardee debuted in 1928 with tomato sauce.”
  - B. “When Italians did cook meat, it was usually to add flavor to sauces.”
  - C. “Soon, meatballs grew much larger . . .”
  - D. “Rather than eating one dish at a time, courses were combined.”
5. The main purposes of the section “Supermarket Success” are to \_\_\_\_\_. Choose TWO.
  - A. encourage readers to eat spaghetti and meatballs
  - B. explain how and why spaghetti and meatballs became popular in America
  - C. show how life in Italy was different from life in America
  - D. explain how Chef Boyardee came to be
6. Both articles support the ideas that \_\_\_\_\_. Choose TWO.
  - A. Americans value quick and easy meals
  - B. cooking can be a dangerous job
  - C. several popular dishes in America have roots in other countries and cultures
  - D. tacos are a popular food in America

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

## Constructed-Response Questions

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

7. Why did restaurant cooks hate making tacos? How did Juvencio Maldonado solve this problem? Support your answer with text evidence.
8. According to “The Story of Spaghetti and Meatballs,” how were meals in Italy different from meals in the U.S.? Support your answer with text evidence.



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

# FINDING AND USING TEXT EVIDENCE

**Directions:** Read “How Tacos Conquered America.” Then complete this activity to practice finding and using text evidence.

*Let's get started!*



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

Claim

Tacos are a popular dish in America.

Claim

A. "By the 1950s, a new way of eating was sweeping the country: fast food."

B. "According to a recent survey, 77 percent of Americans eat [tacos] at least once a month."

C. "'The common thread is a tortilla base. It's up to you to decide what's in it,' says Arellano."

D. "As they made their way north, they brought their beloved tacos with them."

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

**Text Evidence 1:**

“With more money to spend on a wider variety of foods, this younger generation began adding new flavors to the tacos they’d grown up eating.”

**Text Evidence 2:**

“Instead of topping tacos with ingredients like chopped onions and cilantro, as their grandparents did, they chose crunchy iceberg lettuce, fresh tomatoes, and shredded cheddar cheese.”

**Claim**

**A.** Tacos originated in Mexico.

**B.** Older Americans did not like eating tacos.

**C.** Tacos changed when they arrived in America.

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

**Claim**

**Tacos are a versatile dish.**

**Claim**

**Text Evidence:**

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

**4. Now it's your turn! Write a short paragraph that answers this question:**  
*How did the mechanical taco fryer influence the story of tacos in America?*

### Tips

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

### Your Paragraph

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

# FINDING TEXT EVIDENCE

**Directions:** Read "How Tacos Conquered America." Then complete this activity to practice finding text evidence.

Let's get started!



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

Claim

Tacos are a popular dish in America.

Claim

A. “By the 1950s, a new way of eating was sweeping the country: fast food.”

B. “According to a recent survey, 77 percent of Americans eat [tacos] at least once a month.”

C. “‘The common thread is a tortilla base. It’s up to you to decide what’s in it,’ says Arellano.”

D. “As they made their way north, they brought their beloved tacos with them.”

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

**Text Evidence 1:**

“With more money to spend on a wider variety of foods, this younger generation began adding new flavors to the tacos they’d grown up eating.”

**Text Evidence 2:**

“Instead of topping tacos with ingredients like chopped onions and cilantro, as their grandparents did, they chose crunchy iceberg lettuce, fresh tomatoes, and shredded cheddar cheese.”

**Claim**

**A.** Tacos originated in Mexico.

**B.** Older Americans did not like eating tacos.

**C.** Tacos changed when they arrived in America.



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

**Claim**

**Tacos are a versatile dish.**

*(Versatile means “having great diversity or variety; adaptable.”)*

**Claim**

**Text Evidence:**

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

## Paired Texts Contest

In a short response, compare the rise of tacos to the rise of spaghetti and meatballs. Use text evidence. Send your work to Paired Texts Contest. Three winners will each get *A Place at the Table* by Saadia Faruqi and Laura Shovan.

### Entries will be judged on:

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

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

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

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

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

School name: \_\_\_\_\_

School mailing address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_

School phone number: \_\_\_\_\_

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

Include this form with the entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 20, 2023.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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

# Vocabulary

## "Do Mummies Belong in Museums?"

1. **disregard** (dis-ree-GARD) *verb or noun*; As a verb, *disregard* means "pay no attention to; ignore," as in "Disregard my text about the hat I lost—I just found it!"

As a noun, *disregard* means "lack of attention and care." Talking on the phone in a movie theater shows total disregard for other moviegoers.

2. **gawk** (gawk) *verb*; To gawk at something is to stare at it in amazement, and very openly—your jaw drops, your eyes widen, and you don't try to hide your emotions at all. If you saw your favorite musician walking down the hallway of your school, you'd probably gawk at them.

3. **peer** (peer) *noun or verb*; As a noun, *peer* means "one belonging to the same group based on age, grade, or status." Your classmates are your peers.

As a verb, *peer* means "to look at curiously or carefully." You might peer into a shop window to see what's inside.

4. **reverence** (REH-vuh-ruhns) *noun*; Reverence is a feeling of deep respect, honor, admiration, or awe. Visitors to a memorial might show reverence by speaking quietly and walking slowly. You might be filled with reverence when standing near giant sequoias, the largest trees in the world.

5. **shroud** (shrowd) *verb or noun*; To shroud something is to hide or cover it, as in "fog shrouds the mountains."

As a noun, *shroud* refers to something that covers or hides something. If a shroud of mystery hangs over Miguel's past, little is known or understood about it. *Shroud* can also refer to a cloth placed over or around a dead body before it is buried.

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

## Vocabulary Practice

### "Do Mummies Belong in Museums?"

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

1. Write a sentence that includes these three words: *disregard, journal, privacy*.
2. Name someone or something you feel reverence for and explain why.
3. Describe or draw a moon shrouded by clouds.
4. Describe the difference between peering and gawking. When might someone gawk?  
When might someone peer?

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

# Write An Argument Essay

**Directions:** Read "Do Mummies Belong in Museums?"  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Do mummies belong in museums?

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

☐

**Yes!**

☐

**No!**

☐

\_\_\_\_\_

## STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

**Here's an example: If you think mummies DO NOT belong in museums, one of your supporting details might be that some scholars believe that ancient Egyptians did not want their bodies disturbed after death.**

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_

### STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think mummies DO belong in museums, summarize the strongest arguments that the author presents against mummy exhibits. If you think mummies DO NOT belong in museums, summarize the strongest arguments the author presents in favor of mummy exhibits.

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### STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

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### STEP 5: WRITE YOUR HOOK

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

1. **An anecdote** (a very short story): Have you ever seen a mummy in a museum? Describe your experience. Was it a positive or negative one?
2. **A surprising fact**: Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.
3. **A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Would ancient Egyptians want their bodies to 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.

---

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### **STEP 6: SUMMARIZE THE ISSUE**

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

**Mummies are displayed in some museum exhibits. Some people think this is a great way to learn about ancient Egypt. Others believe . . .**

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---

### **STEP 7: START WRITING**

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

**1**

## INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether mummies belong in museums. (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

## "The Red Button"

1. **appall** (uh-PAWL) *verb*; To appall is to fill with shock or horror and disgust. You might be appalled by someone's rude behavior, by the taste of a food that you *really* don't like, or by a horrible smell, for example.
2. **capacity** (kuh-PA-sih-tee) *noun*; *Capacity* has to do with the idea of what is possible. It can mean "the maximum amount that something can hold." If your water bottle has a capacity of 16 ounces, it can hold up to 16 ounces.  
  
*Capacity* can also mean "ability; the power to do something." If Colton has the capacity for extreme silliness, he has the ability to be very silly, even if he isn't that way all the time.
3. **insatiable** (in-SEY-shuh-buhl) *adjective*; Someone or something that is insatiable is impossible to satisfy. After a long day of playing sports, you might feel like your hunger is insatiable. Perhaps you have an insatiable desire for science fiction—you can't ever get enough of it.
4. **sinister** (SIH-nuh-ster) *adjective*; Something that is sinister is evil or is threatening to do something wicked or harmful. In the Star Wars universe, the sinister Darth Vader wanted to rule the entire galaxy.

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

# STORY PLANNER

**Directions:** Jot down ideas in this graphic organizer to help you plan your prequel or sequel to "The Red Button."

MY STORY WILL BE A . . .

☐ **Prequel:** It takes place BEFORE the events of "The Red Button."

☐ **Sequel:** It takes place AFTER the events of "The Red Button."

↪ THE SETTING ◀

Where and when does your story take place?

↪ THE CHARACTERS ◀

Who appears in your story?  
Will anyone besides Stephen appear?

↪ THE CONFLICT ◀

What problem do your characters face? What opposing force are they up against?  
Is it others? The environment? The supernatural?

## → THE PLOT ←

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

BEGINNING:

MIDDLE:

END:

## → THEME ←

What broader topic is your story about (for example, friendship, war, revenge, family)? What  
will your story say about that topic? (Consider the theme in "The Red Button" and how the  
theme of your story is similar or different.)

# CHOICE BOARD

## "THE RED BUTTON"

Write a prequel OR a sequel to this story. (You can write your story in questions if you like, but you don't have to.)

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

Write a prequel or a sequel to this story in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines. Include the moment when Stephen reaches his hand to the button at either the beginning or the ending of your story (depending on which you choose to write, a prequel or a sequel).

Rewrite the story from the point of view of whoever or whatever created the button, watching Stephen as he discovers the red button behind the ferris wheel at the county fair.

In a video or audio recording, create a story trailer that gives other kids a preview of "The Red Button." Answer these questions: What is enjoyable about it? What is unusual about how the story is written?

# Red Button Contest

Write a prequel OR sequel to this story. (You can write your story in questions if you like, but you don't have to.) Send your work to Red Button Contest. Three winners will 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 \_\_\_\_\_

Include this form with the entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 20, 2023.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student. Please submit .docs or PDFs. Google docs cannot be accepted.*

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

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

# Vocabulary

## "Why Do We Say Hello?"

- 1. patent (PAT-int) *noun***; A patent is an official document created by the U.S. Patent and Trademark Office (USPTO). A patent provides details about an invention and explains who has the right to make and sell it.  
  
Anyone who invents something can apply for a patent. If you invent a suit that makes you invisible, you can obtain a patent so that no one will be able to copy your invention and sell it as their own.
- 2. relatively (REH-luh-tiv-lee) *adverb***; As it is used in the article, *relatively* means "somewhat or to a certain degree, especially in comparison to something else." If temperatures have been in the 20s, a 40-degree day might feel relatively warm.
- 3. salutation (sal-yuh-TAY-shun) *noun***; A salutation is a greeting. It can be a word, a phrase, or a gesture. "Hello," "Good morning," and a wave of the hand are all salutations.  
  
The word or phrase used as a greeting at the beginning of a letter, such as "Dear Mr. Simpson," is also a salutation.
- 4. standard (STAN-derd) *adjective***; As it is used in the article, *standard* means "regularly and widely used" or "common and accepted." Blowing out candles and eating cake are standard practices at birthday celebrations. In the U.S., the standard way to write the date is to write the month, then the day, then the year—for example, January 3, 2023.
- 5. transmit (tranz-MIT) *verb***; *Transmit* means "to send from one person or place to another." Satellites in space transmit signals to antennas on Earth that allow you to access the internet. Roots of a tree transmit water from the ground to the trunk and branches. Viruses can be transmitted between people.

6. **variation** (vair-ee-EY-shun) *noun*; A variation is a different version of something. For example, there are six variations of human eye color: amber, blue, brown, gray, green, and hazel.

*Variation* can also mean "a change or difference from what is normal." If your dad always drinks coffee in the morning and then one day you notice him drinking tea instead, you have noticed a variation in his routine.

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

## Vocabulary Practice

### "Why Do We Say Hello?"

**Directions:** Fill in the blank in each sentence using a form of a word from the word bank.

**Word Bank**

transmit

patent

relatively

variation

standard

1. After working really hard on a five-page essay, writing a one-page essay might feel \_\_\_\_\_ easy.
2. Dr. Carro applied for a \_\_\_\_\_ so that no one else could take credit for her invention.
3. The spy \_\_\_\_\_ the message back to headquarters using a secret code.
4. My delicious \_\_\_\_\_ on a chocolate milkshake is simple: mix in Cocoa Puffs cereal.
5. In the U.S., it is a \_\_\_\_\_ practice to leave a tip on top of the bill at restaurants.

**Directions:** Choose the the word that is most similar in meaning to the **bolded** word.

6. **salutation**  
a. speech  
b. greeting

8. **transmit**  
a. stop  
b. send

7. **standard**  
a. regular  
b. rare

9. **variation**  
a. difference  
b. similarity



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

# THE SHORT WRITE KIT

**Directions:** Read "Why Do We Say Hello?" Then complete this activity to help you write a short response to the article.

## Step 1: WRITE YOUR CLAIM

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

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



### Prompt:

What role did the telephone play in how Americans greet each other today?

*We started  
you off by  
echoing the  
question.*

*To answer the  
prompt,  
complete this  
sentence.*



### Your claim:

It is because of the telephone that Americans today

\_\_\_\_\_.

## Step 2: FIND YOUR TEXT EVIDENCE

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

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

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

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

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

**Text Evidence 1**

**Commentary**



**Text Evidence 2**

**Commentary**



**Text Evidence 3**

**Commentary**



### Step 3: WRITE YOUR PARAGRAPH

Start with your claim.



Present your first piece of text evidence.  
Be sure to cite where it's from.

Here's one way to do it: Author Sarah McCarry explains  
that \_\_\_\_\_.



Give your commentary for your first piece of text  
evidence.



Present your other piece(s) of text evidence.

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



Finish with a concluding sentence that sums  
everything up.



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

## “Why Do We Say Hello?” Quiz

**Directions:** Read “Why Do We Say Hello?” from the December 2022/January 2023 issue of *Scope*. Then answer the questions below.

---

1. The article’s subtitle reads “The surprising origins of an everyday word.” Which is the best definition of *origin*?
  - A. the state or condition of being liked, admired, or supported by many people
  - B. the start of a change
  - C. the point or time and place where something begins
  - D. an end or final part of something
2. Which problem is presented in the section “A New Invention”?
  - A. People could not agree on who to credit with the invention of the telephone.
  - B. Some people had telephones in their homes and some people didn’t.
  - C. The job of a telephone operator was difficult.
  - D. When telephones were invented, people didn’t know what to say when they answered a call.
3. Which played a key role in our use of the greeting *hello* today? Choose TWO.
  - A. Dutch sailors
  - B. the telephone
  - C. farmers
  - D. Thomas Edison
4. Which line helps readers understand how *hello* gained popularity as a telephone greeting?
  - A. “The word *hello* was used to get someone’s attention or to express surprise.”
  - B. “The first of these publications also offered instructions on how to answer the phone properly. The suggested greeting? You guessed it: *hello*.”
  - C. “He answered the phone with *ahoy!* for the rest of his life.”
  - D. “Eventually, *hello* became not just the standard way to greet someone over the phone, but an accepted way to greet someone in person as well.”

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

## Constructed-Response Question

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

5. Compare and contrast early telephones and the smartphones we use today. Use text evidence to support your answer.
6. Use text evidence from the article to make an argument for why Alexander Graham Bell's suggestion of *ahoy* and Thomas Edison's suggestion of *hello* both made sense as possible telephone greetings.

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

## “Why Do We Say Hello?” Quiz

**Directions:** Read “Why Do We Say Hello?” from the December 2022/January 2023 issue of *Scope*. Then answer the questions below.

---

1. The article’s subtitle reads “The surprising origins of an everyday word.” *Origin* most closely means \_\_\_\_\_.
  - A. popularity
  - B. effect
  - C. beginning
  - D. ending
2. The section “A New Invention” presents the problem of people in the 1890s not knowing \_\_\_\_\_.
  - A. how to greet someone in person
  - B. where to buy a telephone
  - C. how to call an operator
  - D. what to say when picking up the phone
3. Which played a key role in our use of the greeting *hello* today? Choose TWO.
  - A. Dutch sailors
  - B. the telephone
  - C. farmers
  - D. Thomas Edison
4. Which helped *hello* gain popularity as a telephone greeting?
  - A. Antonio Meucci
  - B. phone books
  - C. Alexander Graham Bell
  - D. cell phones

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

## Constructed-Response Question

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

5. Compare and contrast early telephones and the smartphones we use today. Use text evidence to support your answer.
6. According to information in the article, why might Thomas Edison have suggested *hello* as a telephone greeting in the 1890s? Use text evidence to support your answer.



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

# CENTRAL IDEAS AND DETAILS

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from three sections in "Why Do We Say Hello?"

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>
"A New Invention"		
"Proper Greetings"		

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>
"What If?"		

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 three sections in "Why Do We Say Hello?" We filled in one section for you as an example.

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>
"A New Invention"	Telephones started to become popular in the late 1800s and were very, very different from the phones we use today.	<p>-Alexander Graham Bell received the first patent for a telephone in 1876, though others were developing telephones around the same time.</p> <p>-By the 1890s, people started having telephones in their homes.</p> <p>-Telephones sent signals over wires to a telephone exchange where operators connected you to the person you were calling. No one knew what to say when they answered a call.</p>
"Proper Greetings"		

<b>Section Title</b>	<b>Central Idea</b> <i>Write one sentence telling what the section is mainly about.</i>	<b>Supporting Details</b> <i>Give two or three details that support the central idea.</i>
"What If?"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest that 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: \_\_\_\_\_

# RUN-ON AND RAMBLER REPAIR

A run-on sentence combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and a verb and expresses a complete thought—in other words, a sentence.)

Consider the following run-on sentence:

**Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.**

“Gray clouds rolled in, darkening what had been a bright-blue sky” and “we still had fun” are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join the two clauses. Here are three ways to fix a run-on sentence:

1. Divide it into separate sentences.  
*Example:* Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.
2. Use a comma and a conjunction such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**.  
*Example:* Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.
3. Use a semicolon and a transitional word or phrase such as **however**, **moreover**, **furthermore**, **as a result**, **consequently**, **meanwhile**, **first**, **next**, **finally**, or **in addition**.  
*Example:* Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

**Directions:** Rewrite the following run-on sentences using one of the solutions above.

1. I would love to have a cat or a dog, I’m allergic to their fur.
2. I go to sleep very late on Saturday nights, I am always really tired on Sundays.
3. Ali and Phoebe are twins, they are nothing alike.
4. Carlos reeled in a huge fish, he threw it back into the water.
5. The creatures arrived in a spaceship from a distant galaxy, they came in peace.
6. Jackson is running for class president, he has a lot of great ideas about how to improve our school.
7. Phil ate the leftover pizza, he had some chips and salsa.
8. Tomorrow, Hannah is getting new glasses, she accidentally stepped on her old ones.

After school, Beatriz rides the bus home, and when she gets there, she walks her dog, Fluffy, and after she walks Fluffy, she does her homework, and she's usually hungry, so she often eats a snack at the same time, and then at 4:45, her mom drives her to dance class, which lasts until 6:30.

After school, Beatriz rides the bus home. When she gets there, she walks her dog, Fluffy. Next, Beatriz does her homework. She's usually hungry, so she often eats a snack at the same time. At 4:45, her mom drives her to dance class, which lasts until 6:30.

Yesterday was my school play, *Peter Pan*, and I had a really big part, and I was Peter Pan, and I did a great job and I got a standing ovation at the end of the play, and almost my whole family was there, including my cousins, but my grandma and grandpa weren't there because they live very far away and it would have been really hard for them to get there, yet fortunately the play was recorded, so I'm going to send a video to my grandparents so they can see my magnificent performance.

[illegible]

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

# SHADES OF MEANING

Synonyms are words that have the same or nearly the same meaning, like *awful* and *terrible*, for example. Understanding how synonyms are related, and also how they differ, can help you make stronger word choices in your writing. In this activity, you'll explore shades of meaning—the small, subtle differences between words. (If you're unsure about the meaning of any words you encounter, consult a dictionary!)

- Sort the words provided into the chart to create four groups of synonyms.

<b>Words to sort:</b>	<i>glad, irritated, cool, elated, indignant, frigid, furious, chilly, content, sleepy, exhausted, angry, fatigued</i>
-----------------------	---

mad	tired	cold	happy

- How do the synonyms in each group above vary in intensity? Give each word an intensity rating from 1 to 3, with 1 being the least intense and 3 being the most intense.
- Trudges, strolls, and stomps* are all synonyms for *walks*. Fill in the chart below to explain how swapping in each synonym changes the meaning of "Mario walks across the classroom."

	How is Mario is walking? What is his mood?
Mario <b>trudges</b> across the classroom.	
Mario <b>strolls</b> across the classroom.	
Mario <b>stomps</b> across the classroom.	

4. Consider this paragraph from "Who Took This Photo?":

The animals stared into the camera's lens and made faces at their reflections. They pushed the camera's button again and again. Most of the photos were blurry, but one was a perfect selfie of a **smirking** macaque.

To smirk is to smile in a particular way. How? Define the verb *smirk*:

**smirk** \_\_\_\_\_

Now define these other *smile* synonyms:

**beam** \_\_\_\_\_

**grin** \_\_\_\_\_

**sneer** \_\_\_\_\_

5. Would a form of any of the words above be a stronger word choice than *smirking* to describe the expression of the macaque in the photo? Write the word you think would be the best choice:

\_\_\_\_\_

### Shades of Meaning *S-T-R-E-T-C-H*

Go on a scavenger hunt through this issue's debate, "Do Mummies Belong in Museums?," for two synonyms of the verb *look*. Write them here:

What's the difference between these words? Can you think of two more synonyms for the verb *look*? How do their meanings vary?



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

# Writing Planner

**Directions:** Read the infographic "The New York City Ball Drop." Then use this planner to help you respond to the prompt that appears at the bottom of the infographic.

**You've been asked to help with your community's New Year's Eve celebration.**

## 1. Choose something to drop

Here are some ideas for what you could drop: a food, a plant, an animal, a landmark, a device or machine, or a symbol or logo. Feel free to include an image or sketch of your item.

## 2. Explain your choice

Questions to think about: How does the object you chose represent your community? In what way is the object relevant or meaningful to your community?

# New Year's Eve Contest

You've been asked to help with your community's New Year's Eve celebration.

Choose something to drop that represents your community. Write a paragraph explaining your choice. Send your work to New Year's Eve 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 \_\_\_\_\_

Include this form with the entry and send both to: [scopecontest@scholastic.com](mailto:scopecontest@scholastic.com)

**ENTRIES MUST BE RECEIVED BY February 20, 2023.**

*\*Entries must be submitted by a legal resident of the U.S. age 18 and older, who is the teacher, parent, or guardian of the student.  
Please submit .docs or PDFs. Google docs cannot be accepted.*