

TOWERS OF ICE

WHY ARE TOWERS LIKE THIS APPEARING IN THE HIMALAYAN MOUNTAINS?

Directions: Circle the correct word in each bolded group.

Spectacular Sights

The Himalayas, in Central Asia, include many of the world's tallest mountains. Tucked among them is Ladakh (lah-DAHK), a desert region that is home to 300,000 people.

Ladakh boasts **a number/an amount** of spectacular sights: turquoise rivers, snowcapped peaks, lush valleys. And since 2013, another astonishing sight has been popping up there: massive towers of ice! These ice towers were built to solve a big problem—Ladakh is running out of water.

Shrinking Ice

Ladakh, a cold desert, gets only a small **number/amount** of rain each year—around 2 to 4 inches. So for water, people depend on enormous masses of ice called glaciers that cover the tops of the mountains. In the spring, when it's warm, the glaciers begin to melt, and the water flows down to Ladakh's villages, where residents can use it.

But because of climate change, Himalayan glaciers are shrinking. As a result, the **number/amount** of water in Ladakh has decreased. That's where the ice towers come in.

Millions of Gallons

During the winter, melting glacier water flows underground. In the past, none of this water was used by villagers. Now, thanks to the ice towers, a good **number/amount** of it can be.

Here's how: In the winter, pipes carry the underground glacier water to an above ground spout that shoots the water onto a wooden frame. The water freezes to the frame and, over time, forms an ice tower on top of it. In the spring, the ice slowly melts, providing water for farming.

So far, more than 100 ice towers have been built in Ladakh. That's a large **number/amount** considering how massive these towers are. Each is around 100 feet tall and can hold up to 3 million gallons of water!

Name: _____

NUMBER OR AMOUNT?

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

NUMBER

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

Examples:

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

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

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

TIP: *Number* refers to **how many** of something there is.

AMOUNT

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

Examples:

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

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

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

TIP: *Amount* refers to **how much** of something there is.

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

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

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

7. _____
- _____

Name: _____

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

Vocabulary

"Heart Saver"

1. **artery (AHR-tuh-ree)** *noun*; Blood vessels are tubes that carry blood through your body. You might be familiar with veins, which are blood vessels that carry blood to your heart. Arteries are another type of blood vessel, but arteries carry blood away from your heart, delivering oxygen and nutrients to all parts of your body. Arteries usually look red, while veins usually look blue.
2. **brash (brash)** *adjective*; *Brash* means "rudely bold." Brash behavior is pushy and can seem disrespectful. A brash reporter might offend a celebrity by asking too many personal questions during an interview. A brash driver might speed while weaving in and out of traffic.
3. **delicate (DEH-li-kuht)** *adjective*; Something that is delicate is easily damaged, usually because it is tiny, light, and thin. Flower petals, spiderwebs, and lace are delicate. Someone's feelings can be delicate if they are easily hurt. An activity can be described as delicate if it is difficult and requires great skill and care to accomplish—in other words, if it can easily go wrong.
4. **dramatic (druh-MA-tik)** *adjective*; The adjective *dramatic* has multiple meanings. Here are a few:
 1. of or relating to drama
He has been awarded two Oscars for his dramatic roles.
 2. very exciting, moving, or striking
What a dramatic sunrise we got to see this morning!
 3. sudden and extreme
There was a dramatic increase in sales of Travis Kelce jerseys after he and Taylor Swift began dating.

5. **economic (eh-kuh-NAH-mik)** *adjective*; The economy of a place, such as a country or a city, consists of the money, resources, jobs, goods, and services that exist there.

Economic means "relating to the economy," as in "The new factory brought a lot of economic growth to the small town by creating many jobs for its residents."

6. **menial (MEE-nee-uhl)** *adjective*; A menial task is one that requires little or no training or skill to complete and often involves simple, repetitive work. Washing dishes and sharpening a box of pencils are examples of menial tasks. Menial work is often boring.

7. **reluctance (ri-LUHK-tuhnts)** *noun*; The adjective *reluctant* means "feeling or showing doubt, hesitation, or unwillingness," as in "Despite her love for animals, Sarah was reluctant to go anywhere near her sister's new pet snake, Nagini."

Reluctance is the quality or state of being reluctant, as in "Sarah's reluctance eventually wore off, and she grew to love Nagini."

8. **rigorous (RI-guhr-uhs)** *adjective*; Something that is rigorous is thorough, demanding, and strict. A doctor might put an unhealthy patient on a rigorous diet and exercise program. You might take rigorous tests at the end of the school year that require a lot of time and mental effort.

Name: _____

Vocabulary Practice

"Heart Saver"

Directions: Respond to each question below.

1. Which of the following could be described as a menial task?
- a. creating a presentation for a class project
 - b. solving a complex math equation
 - c. organizing a fundraising event
 - d. folding laundry

2. What does the word **economic** primarily refer to?
- a. how people make friends
 - b. the preparation of food
 - c. ways to improve one's health
 - d. money, resources, and how they're used

3. Taylor has had long brown hair for as long as he can remember and would like a dramatic change. Suggest a hairstyle for him.

4. Which is an artery more like: a waterslide or a bookshelf? Explain.

Directions: Finish each sentence in a way that makes the meaning of the bolded word clear.

5. "Practice tomorrow will be especially **rigorous**," said Coach Sims. "Be sure to
6. The **brash** singing-contest judge
7. I took the **delicate** vase off the table before my cousins came over yesterday because
8. Lisa, who does not like crowds, expressed **reluctance** to

Close-Reading Questions

“Heart Saver”

- 1.** The article begins with a dramatic description of a very sick baby. Why might Lauren Tarshis have started her story this way? (mood, author's craft)
- 2.** What challenges did Vivien Thomas face while trying to achieve his goals of attending college and medical school? How did he overcome these challenges? (text evidence)
- 3.** Tarshis writes that in the 1940s, heart surgery was seen as the "Mount Everest" of medicine. Explain the metaphor she is using. What does it help the reader understand about Thomas, Alfred Blalock, and Helen Taussig? (figurative language)

4. How was Thomas's life in the lab different from his life outside of it? How was it the same? (compare and contrast)

5. At the end of the article, Tarshis writes that a portrait of Thomas now hangs across from Blalock's in the medical school at Johns Hopkins. Why might she have included this detail? (author's craft)

Name: _____

Critical-Thinking Questions

"Heart Saver"

1. An unsung hero is someone who has achieved greatness but is not recognized or celebrated for their achievements. How was Thomas an unsung hero?
2. Think about the kind of prejudice and racism that Thomas faced during his lifetime. How does this kind of discrimination affect society?
3. Tarshis writes that Thomas and Blalock created blue baby syndrome in animals so that they could figure out how to treat it. What's your opinion: Is animal testing for scientific research and medical advancement justified? Explain.

Name: _____

Featured Skill: Key Ideas and Details

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

The prompt at the end of the article says:

Your legacy is how you are remembered and the contributions you make during your life. What is Vivien Thomas's legacy?

The following questions will help you think through your response.

1. What was Thomas's contribution to the field of pediatric cardiology? What was the impact of his work?

2. What qualities enabled Thomas to become one of the great heroes of medicine?

3. How was Thomas an inspiration for future generations of Black researchers, surgeons, and medical professionals?

4. Is there anything else you'd like to add about how Thomas is remembered or the lessons you learned from his story? Add it here.

CHOICE BOARD

"HEART SAVER"

Your legacy is how you are remembered and the contributions you make during your life. What is Vivien Thomas's legacy?

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

Write three reasons Vivien Thomas's work was important. Support your reasons with text evidence.

Imagine you're curating a museum exhibit dedicated to the life and achievements of Vivien Thomas. What artifacts, photographs, and information would you include to tell the story of his life, his contributions to medicine, and the challenges he overcame?

Imagine that Johns Hopkins medical school is opening a new building called Vivien Thomas Hall. Write a speech to be given at the official opening of the building that honors Thomas.

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 “Heart Saver.” (You do not need to respond in complete sentences.)

1. Who is the article mainly about?	2. What major achievement does the article describe?
3. What obstacles did the subject of the article face leading up to this achievement?	4. How did the subject of the article overcome those obstacles?
5. What happened as a result of the achievement described in the article?	6. Are there any other important details you haven't mentioned? Write them here.

Summary of “Heart Saver”

This image shows a single 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

Directions: Fill in the blanks below to complete an objective summary of "Heart Saver."

In the 1940s, thousands of babies were born each year with a heart condition that starved their bodies of oxygen. These babies were called "blue babies," and doctors _____. But on November 29, 1944, a team of surgeons attempted _____. Despite lacking a college or medical education, _____ played a vital role in this surgery.

Thomas had faced many obstacles in his life, such as _____.

But when he took a job as an assistant to Dr. Alfred Blalock, he _____.

The two became true partners and eventually developed the procedure that would _____.

While Blalock became famous, Thomas _____.

By the time Thomas retired in 1979, _____.

Could they be helped?

What significant event does the article describe?

Who was the most important person in the room?

List two examples of obstacles he faced.

What did Thomas do as part of Dr. Blalock's team?

What was the impact of this procedure?

Were his contributions recognized?

What is Thomas's legacy today?

Name: _____

Exploring Text Features

Authors use text features to bring attention to important details. Text features include titles, subheadings, photos, captions, charts, and maps. Answer the questions below to explore the text features in "Heart Saver."

1. Read the photo caption titled "Fixing a Broken Heart," then fill in the graphic organizer below.

PROBLEM	SOLUTION

2. Consider this line from the final panel in the timeline titled "The Life of a Medical Pioneer": "As the hospital desegregated, Thomas took on the role of mentoring the Black students and doctors who began passing through its doors." Based on context clues from the timeline, write your own definition for the verbs *desegregate* and *mentor*. Then verify your definitions using a dictionary.

desegregate: _____

mentor: _____

3. Using information from the article, create another illustrated panel that could fit into the timeline "The Life of a Medical Pioneer." For example, what happened between the events illustrator Alvin Epps highlights in the panels "Building a Life in Baltimore" and "Making Medical History"? Be sure to give your panel a title and caption. (You can use the back of this paper!)

Name: _____

Nonfiction Quiz

Directions: Read “Heart Saver” from the February issue of *Scope*. Then answer the questions below.

1. Which is a central idea of the article?
 - A. Vivien Thomas trained many heart surgeons.
 - B. Vivien Thomas helped develop a procedure to help babies with a dangerous heart condition.
 - C. Vivien Thomas grew up in Nashville, Tennessee.
 - D. Many people lost their jobs during the Great Depression.
2. Consider these lines from the section “Shattered Plans”:

“Still, jobs were scarce, and Thomas wanted to start college as soon as possible. He figured he wouldn’t be working for Blalock for long. Little did he know.”

What literary device is author Lauren Tarshis using here?

 - A. imagery
 - B. hyperbole
 - C. foreshadowing
 - D. irony
3. Which of the following contribute to an understanding of blue baby syndrome? Choose TWO.
 - A. the caption “Fixing a Broken Heart”
 - B. the section “True Partners”
 - C. the section “A Call to Action”
 - D. the section “Shattered Plans”
4. Tarshis writes, “At the time, heart surgery was considered the ‘Mount Everest’ of medicine . . .” This line contains _____.
 - A. imagery that helps you picture Mount Everest
 - B. a simile that tells you heart surgeons are tall
 - C. personification that describes Mount Everest as a person with a strong heart
 - D. a metaphor telling you that heart surgery was seen as the ultimate challenge
5. Tarshis states that Thomas expected to watch Eileen Saxon’s surgery from the gallery. Why might Thomas have expected this? Choose TWO.
 - A. Alfred Blalock had kept Thomas’s contributions secret.
 - B. Blalock had told Thomas that he would have to watch the surgery from the gallery.
 - C. There was a great deal of racism at Johns Hopkins.
 - D. Thomas was not officially a doctor.
6. Which best expresses how Tarshis structures the section “True Partners”?
 - A. She describes the steps of the surgery Thomas developed.
 - B. She compares and contrasts the respect and admiration that Thomas experienced in Blalock’s lab with the discrimination and racism Thomas faced outside of it.
 - C. She describes chronologically how Thomas became a doctor.
 - D. She lists the different job titles Thomas held at Vanderbilt.

Constructed-Response Questions

7. What kind of person was Thomas? Give two words or phrases that describe him. Support your answer with text evidence.

- 8.** Tarshis writes that Thomas “blazed a trail for Black Americans in medicine.” What does she mean? Support your answer with text evidence.

Name: _____

Nonfiction Quiz

Directions: Read “Heart Saver” from the February issue of *Scope*. Then answer the questions below.

1. **Which is a central idea of the article?**
 - A. Vivien Thomas trained many surgeons.
 - B. Vivien Thomas helped develop a procedure to help babies with a dangerous heart condition.
 - C. Vivien Thomas grew up in Tennessee.
 - D. Many people lost their jobs during the Great Depression.
2. **Consider these lines from the section “Shattered Plans”:**

“Still, jobs were scarce, and Thomas wanted to start college as soon as possible. He figured he wouldn’t be working for Blalock for long. Little did he know.”

The line “Little did he know” _____.

 - A. explains that Thomas still had a lot to learn about heart surgery
 - B. shows that Thomas did not know how much he would learn
 - C. hints at the fact that Thomas would work with Alfred Blalock for a long time
 - D. shows that Blalock did not realize how gifted Thomas was
3. **The author likely included the caption “Fixing a Broken Heart” to _____. Choose TWO.**
 - A. help you understand what blue baby syndrome is
 - B. explain why Blalock wanted to work with Thomas
 - C. explain how a healthy heart works
 - D. show how long it took to create the surgery to fix blue baby syndrome
4. **Author Lauren Tarshis writes, “At the time, heart surgery was considered the ‘Mount Everest’ of medicine . . .” This metaphor tells you that _____.**
 - A. operations were named after mountains
 - B. heart surgeons were tall
 - C. heart surgery was performed on Mount Everest
 - D. doctors viewed heart surgery as the ultimate challenge
5. **Tarshis states that Thomas expected to watch Eileen Saxon’s surgery from the gallery. Why might Thomas have expected this? Choose TWO.**
 - A. Blalock had kept Thomas’s contributions secret.
 - B. Blalock had told Thomas that he would have to watch the surgery from the gallery.
 - C. There was a lot of racism at Johns Hopkins.
 - D. Thomas was not officially a doctor.
6. **Which of the following should be included in a summary of the article?**
 - A. The Great Depression lasted for a decade.
 - B. Thomas worked alongside Blalock at Vanderbilt and then Johns Hopkins.
 - C. Thomas had children.
 - D. Thomas started working when he was 13.

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

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Heart Saver Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Your legacy is how you are remembered and the contributions you make during your life. What is Vivien Thomas's legacy? Entries must be submitted to **Heart Saver Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Breakthrough!* by Jim Murphy.

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY March 18, 2024.

Name: _____

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

Vocabulary

"Can You Spot a Scam?"

1. **con (kahn)** *noun or verb*; A con is a trick or a plan designed to cheat someone out of something, usually money. Sometimes cons are done over the phone. If someone calls pretending to be from your bank, but really they are trying to steal your personal information, that's a con.

As a verb, *con* means to trick someone, especially in order to take money from them. If someone online convinces you to fork over \$50 for singing lessons but never follows through, you were likely conned out of your money.

2. **legitimate (lih-JIH-tuh-muht)** *adjective*; As it is used in the article, the adjective *legitimate* means "thought of as real, official, or acceptable."

Being sick is a legitimate reason to be absent from school; staying home to play video games is not. If your mom gets an email that looks like it's from Amazon, but it isn't, that email is not legitimate. An official stamp or seal on a letter from your government helps to identify the letter as legitimate.

3. **lurk (lurk)** *verb*; To lurk is to sneak around or wait in a hidden place, often for the purpose of doing something harmful or wrong. In scary movies, bad guys and monsters often lurk in the shadows. A lion might lurk in tall grass, preparing to pounce on its prey.

4. **nefarious (nih-FEHR-ee-uhs)** *adjective*; *Nefarious* means "extremely wicked or evil." Lord Voldemort is a nefarious character. So are President Snow, the Spot, and Thanos.

Name: _____

Vocabulary Practice

"Can You Spot a Scam?"

Directions: Put a ✓ next to the best answer to each question.

1. Which letter is legitimate?

- _____ a letter written by Abraham Lincoln
- _____ a letter that is intended to fool people into thinking it was written by Abraham Lincoln but was actually written by a comedian

2. When would you be more likely to lurk?

- _____ while playing a soccer game
- _____ during a game of hide-and-seek

3. Which word is LEAST similar in meaning to con?

- _____ deal
- _____ deception
- _____ trick

4. Which could be described as a nefarious act?

- _____ a villain stealing a town's entire water supply
- _____ your kitten playfully biting your finger

Directions: Fill in each blank with a form of one of the words from the Word Bank.

con

legitimate

lurk

nefarious

- 5.** Marvel movies are my favorite: classic superheroes standing in the way of _____ schemes.
- 6.** I can't believe I fell for the _____. I spent more than \$100 on fake Eras Tour tickets.
- 7.** Kiko received a message that he'd won free passes to Six Flags. He thought the message was _____, but it turned out to have been sent from a made-up company.
- 8.** I dominated during yesterday's water balloon fight. My strategy was to _____ behind trees until someone ran by. Then I'd hurl a balloon at the unsuspecting victim.

Name: _____

The Short Write Kit

Directions: Read "Can You Spot a Scam?" 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:

Imagine you get a message online stating that you've won a free phone. What should you do and why, according to the article?
Answer in a short paragraph. Use text evidence.



Your claim:

If I received a message online stating that I won a free phone, it would be essential that I approach the message with _____.

We started you off by echoing the question.

To state your claim, complete this sentence.

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 it.

As author Mary Kate Frank explains in her article
"Can You Spot a Scam?" _____.




(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 one way to do it: *Frank goes on
to say that* _____.



(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 "Can You Spot a Scam?".

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>
"Too Good to Be True?"		
"Special Rewards"		

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>
"Social Media Stardom"		

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 article? Answer the question in the space below by writing a sentence stating the central idea of the whole article.

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 "Can You Spot a Scam?" We started the first section for you.

Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
"Too Good to Be True?"	Online scammers use various tactics to try to trick you into sending them money quickly.	<ul style="list-style-type: none"> - Scammers often use low prices to grab your attention.
"Special Rewards"		

Add two more supporting details

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>
"Social Media Stardom"		

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 article? Answer the question in the space below by writing a sentence stating the central idea of the whole article.

Name: _____

“Can You Spot a Scam?” Quiz

Directions: Read “Can You Spot a Scam?” from the February issue of *Scope*. Then answer the questions below.

1. **What is a scam?**
 - A. a topic that gains widespread attention and popularity on social media platforms
 - B. a platform where gamers play games and interact with other players
 - C. a deceptive scheme designed to cheat individuals out of something
 - D. an exchange of goods or services for money
2. **According to the article, scammers are usually trying to _____.**
 - A. make people famous
 - B. become influencers
 - C. give people fake jobs
 - D. steal money or information
3. **The author explains that scammers often try to create a sense of urgency. Which is the definition of *urgency*?**
 - A. the ability to calmly accept or tolerate delays, challenges, or difficult situations
 - B. a feeling of immediate importance requiring swift action
 - C. a display of great enthusiasm
 - D. a reasonably priced item
4. **Which statement best describes the article?**
 - A. It details one online shopper’s experience of being scammed online.
 - B. It highlights the problem of online scams and provides readers with tips on how to avoid falling victim to these schemes.
 - C. It provides a timeline of the rise and fall of Air Jordans, fake and real.
 - D. It lists the ways governments are addressing the problem of online scams.
5. **Consider the Air Jordan story in the introduction. Which tactics does the scammer use? Choose THREE.**
 - A. They prey on someone’s desire for fame.
 - B. They create a sense of urgency to prompt immediate action.
 - C. They offer a low price to grab your attention.
 - D. They request instant payment through an app.

Name: _____

Constructed-Response Question

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

6. Support the following claim using two pieces of text evidence from the article:
Online scams are a major problem.

Name: _____

“Can You Spot a Scam?” Quiz

Directions: Read “Can You Spot a Scam?” from the February issue of *Scope*. Then answer the questions below.

1. **What is a scam?**
 - A. a social media trend
 - B. a popular online game
 - C. a trick
 - D. a special sale
2. **According to the article, scammers are usually trying to _____.**
 - A. make people famous
 - B. become influencers
 - C. give people fake jobs
 - D. steal money or information
3. **The author explains that scammers often try to create a sense of urgency. Urgency is a feeling of needing to do something _____.**
 - A. secretly
 - B. quickly
 - C. carefully
 - D. cheaply
4. **The main purpose of the article is to help readers understand _____.**
 - A. the rise of online shopping
 - B. how to avoid being scammed
 - C. why Air Jordans are so expensive
 - D. how to use payment apps responsibly
5. **Consider the Air Jordan story in the introduction. Which scam tactics does the scammer use? Choose THREE.**
 - A. They prey on someone’s desire for fame.
 - B. They create a sense of urgency to prompt immediate action.
 - C. They offer a low price to grab attention.
 - D. They request instant payment through an app.

Name: _____

Constructed-Response Question

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

6. Support the following claim using one piece of text evidence from the article:
Online scams are a major problem.

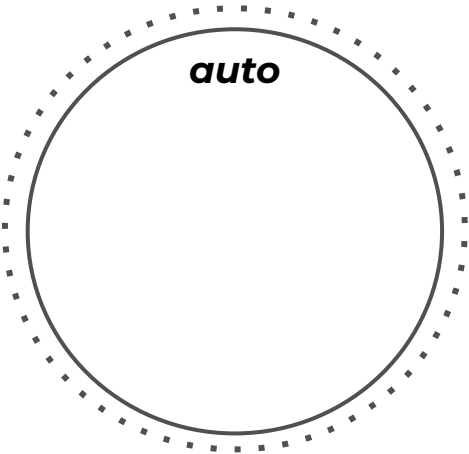
Name: _____

Root Power

PART 1:
MEANING

In this issue's Root Power, you learned the prefix *auto*, which means *self*. Did you figure out the meanings of the words containing this prefix? Look at the comic again. Then write the meanings of the words below. Use a dictionary as needed.

Draw a picture that helps you remember the meaning of the prefix *auto*.



WORD	MEANING
automobile (AW-tuh-moh-beel; <i>noun</i>)	
autograph (AW-tuh-graf; <i>verb or noun</i>)	
autobiography (AW-tuh-bye-AH-gruh-fee; <i>noun</i>)	
automatic (AW-tuh-MA-tick; <i>adjective</i>)	

PART 2:
PRACTICE

Fill in each blank with a form of a word below to best complete each sentence: *automobile*, *autograph*, *autobiography*, *automatic*.

1. The doors at the grocery store are _____. That is, they open on their own.

2. I brought a Sharpie so that after the concert I could ask the singer to _____ my ticket.

3. Dion's family took a road trip in their new _____ and visited many different states.

4. Two of my favorite _____ are *I Am Malala* by Malala Yousafzai and *The Diary of a Young Girl* by Anne Frank.

**PART 3:
ROOT
CHALLENGE**

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

1. Find another word that contains the prefix *auto*. Write it below.

2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "I have an automobile" does not make the meaning of *automobile* clear. Give some context clues!)

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

Root Power Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Read "A Star's Secret." Then follow these steps: **1.** Write down the meaning of each word in blue. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the prefix *auto*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Entries must be submitted to **Root Power Contest** by a teacher, parent, or legal guardian. Three winners will each get a \$20 Scholastic gift card.

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY March 18, 2024.

Into the Underworld

Pronunciation Guide

Popol Vuh [POH-pul VOO]

Xibalba [shee-BAHL-bah]

pok-ta-pok [pohk-tah-pohk]

Xulu [shool]

Mopan [moh-PAHN]

Q'eqchi' [kek-CHEE]

Botick [boh-TIK]

Dios [dee-YOOS]

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

Name: _____

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

Vocabulary

Into the Underworld

1. **emerge (ih-MUHRJ)** *verb*; *Emerge* means “to come out or appear.” Caterpillars emerge from their cocoons as butterflies. In a game of hide-and-seek, players wait for the perfect moment to emerge from their hiding places and run for home base.
2. **intact (in-TAKT)** *adjective*; Something that is intact is complete or whole, without any missing parts or damage—like a puzzle that hasn’t lost any pieces or an egg that hasn’t been broken.
3. **marimba (muh-RIM-buh)** *noun*; A marimba is a musical instrument with wooden bars arranged like a piano keyboard. When the bars are struck with mallets, they produce musical notes that are enhanced by pipes beneath the bars. (A marimba is similar to a xylophone, but marimbas are larger and have a warmer, fuller sound.) Marimbas have deep roots in Central American and African cultures.
4. **outwit (owt-WIT)** *verb*; To outwit someone is to outsmart them—to cleverly defeat them with intelligence or quick thinking. With strategic moves and careful planning, you can outwit your opponent in a chess game and win.
5. **realm (reIm)** *noun*; A realm is an area ruled by a king, queen, or some other leader or force. (*Realm* comes from the French word for “kingdom.”)

In the book series *The Chronicles of Narnia*, Narnia is a magical realm accessed through a wardrobe. In the show *Stranger Things*, the Upside Down is a dark and terrifying realm full of monsters.

Realm can also refer to an area of activity or a field of knowledge, as in “Beth is a well-known figure in the realm of middle-school swimming.”

6. **smugly (SMUHG-lee)** *adverb*; If someone does something smugly, they show too much pride in themselves or their achievements; they're giving off an attitude that says they think they're better than everyone else.

For example, if Marcus wins the spelling bee and then smiles at the runners-up, that's nice. But if Marcus smiles *smugly* at the runners-up, that's rude—and poor sportsmanship.

7. **summon (SUH-muhn)** *verb*; *Summon* means “to call for someone or something to come to a specific place,” as in “I summoned my dog to the porch with a whistle” or “The wizard had the power to summon a firestorm with a wave of his hands.”

8. **valiantly (VAL-yuhnt-lee)** *adverb*; The adjective *valiant* means “courageous and determined; heroic.”

If you do something valiantly, you do it boldly and fearlessly.

9. **wither (WIH-thuhr)** *verb*; To wither is to become dry, shriveled, or weak. Flowers in a vase eventually wither: Their stems droop, their leaves become dry and brittle, and the entire plant loses its vibrant colors and freshness.

Name: _____

Vocabulary Practice

Into the Underworld

Directions: Fill in each blank with a form of one of the words below.

wither	valiantly	summon	marimba	
outwit	realm	emerge	intact	smugly

1. After the storm, the sun began to _____ from behind the clouds.
2. Despite the fact that I constantly drop my phone, its screen remains _____.
3. The detective finally _____ the clever thief and solved the mystery.
4. The firefighters _____ rushed into the burning building, risking their lives to save others.
5. After scoring a point in the debate competition, Jason _____ glanced at his opponent. He clearly felt very impressed with himself.
6. Without water, the plants began to _____ in the hot sun.
7. The citizens of the _____ knew they could not let their land be taken over by the evil sorcerer.
8. The band played an energetic tune featuring the sounds of a lively _____.
9. As soon as my mom heard the crash in the living room, she _____ my brother and me to the kitchen.

Close-Reading Questions

Into the Underworld

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4. The caption “The Game” states that the ball game pok-ta-pok is often viewed as a metaphor for both the battle between good and evil and the cycle of life and death.

A. Which characters in the play represent good and which represent evil? How do these two groups battle each other? (metaphor)

B. How is the idea that life and death are a cycle developed throughout the play? (metaphor)

Critical-Thinking Questions

Into the Underworld and “My Life in a Maya Village”

1. How does *Into the Underworld* highlight the importance of corn in Maya culture? How does the interview further support this idea?
2. What other elements of ancient Maya culture reflected in *Into the Underworld* are mentioned in the interview as part of Maya culture today?
3. How would you characterize the twins: boastful and foolish or confident and clever?

Name: _____

Featured Skill: Conflict

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

The prompt at the end of the play says:

To outwit someone is to beat them through cleverness.
How do the twins outwit the lords of the underworld?
Answer in an essay, using text evidence from the play.

BRAINSTORMING SESSION

1. Below are some strategies the twins use to outwit the lords. Think about how they use each one. Which do you think are most critical to their success?
Circle your top three.

**Creatively
using magical
powers**

**Asking animal
friends for
assistance**

**Working
together as
a team**

**Understanding
the lords'
behaviors and
actions**

**Understanding
the cycle of
death and
rebirth**

Record your evidence.

2. On the left, list the three strategies you chose. Then write one or more details or quotations from the play that show the twins using each strategy.

Strategy 1	Example(s) of the twins using this strategy to outwit the lords
Strategy 2	Example(s) of the twins using this strategy to outwit the lords
Strategy 3	Example(s) of the twins using this strategy to outwit the lords

Now it's time to write!

Each strategy the twins use to outwit the lords of the underworld should have its own body paragraph:

Body Paragraph 1: Strategy 1

Body Paragraph 2: Strategy 2

Body Paragraph 3: Strategy 3

You will also write a short introduction and conclusion.
We've given you some tips on each section.

Introduction



Introduce the title, the author, and the genre of the text being analyzed in a sentence.

*Example: "J.K. Rowling wrote a fantasy novel, *Harry Potter and the Sorcerer's Stone*."*

Summarize the text in one sentence.

Example: "A young wizard named Harry Potter must try to find a magical stone before the evil Lord Voldemort finds it first."

Challenge: Combine the first two sentences for a more fluid opening!

*Combined example: "In J.K. Rowling's fantasy novel *Harry Potter and the Sorcerer's Stone*, a young wizard named Harry Potter must try to find a magical stone before the evil Lord Voldemort finds it first."*

State your thesis in a sentence.

Make your claim. What three strategies do the twins use to outwit the lords?

Body Paragraphs



For each body paragraph, be sure to do the following.

A. Write a topic sentence.

Your topic sentence should introduce the strategy this paragraph will discuss, connecting back to your thesis.

B. Provide supporting details.

Provide your examples of the twins using this strategy to outwit the lords. Be sure to include the scene number for each of your examples.

C. Explain and elaborate.

Don't just plop examples or evidence into your essay. Give readers context before introducing each piece of evidence (what's happening in this scene?), and then explain how the evidence relates to your thesis.

D. Use transition words.

Use transition words (*firstly, for example, however, moreover*) to smoothly connect your ideas.

Conclusion



Summarize your main points.

Remind the reader what you've discussed without introducing any new information.

Make sure you are not simply repeating the introduction.

You should use new and interesting language.

Keep it short.

Two or three sentences is enough!

Wrap it up with a sentence that leaves an impression.

Need help? Complete the sentence stem below to conclude your essay:

As a result of the twins' victory over the lords of the underworld,
_____.

CHOICE BOARD

INTO THE UNDERWORLD

To outwit someone is to beat them through cleverness. How do the twins outwit the lords of the underworld? Answer in an essay, using text evidence from the play.

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

Imagine you are a sportscaster transported back in time to the twins' game of pok-ta-pok in the underworld's grand arena. Record a play-by-play commentary for the event: Describe the setting, introduce the teams, explain the rules and cultural significance of the game, and highlight key moments in the game.

Write an imaginary letter from the twins to their grandmother after they return from the underworld. Include the twins' reflections on their adventures in the underworld and how they are enjoying their new roles as the sun and moon.

Create a travel guide to the underworld. Include illustrations and descriptions to show readers what they can expect if they dare visit.

Name: _____

Genre Exploration

A genre is a category of literature, music, or art. Mystery, science fiction, historical fiction, and biography are all genres of literature. *Into the Underworld* belongs to two genres: drama and myth. In this activity, you will focus on what makes it a myth.

Directions: This graphic organizer contains common characteristics of myths. *Into the Underworld* does not have all of these characteristics, but it has many of them. We’ve explained how the play shows one of these characteristics. Fill in any others that apply.

<div>Involves gods, goddesses, or supernatural beings</div> <div>includes twin demigods, Hunter and Jaguar Moon; a seer, Xulu; and lords of the underworld</div>	<div>Was passed down orally before being recorded</div>	<div>Has heroic figures embarking on quests and facing challenges</div>
<div>Reflects a culture’s traditions, beliefs, and values</div>	<div>MYTH: <i>Into the Underworld</i></div>	<div>Teaches lessons about human emotions and behaviors</div>
<div>Comes from long ago</div>	<div>Explains events in nature</div>	<div>Explains the creation of the world</div>

Name: _____

Into the Underworld Quiz

Directions: Read *Into the Underworld* from the February issue of *Scope*. Then answer the questions below.

1. **The purpose of the prologue is to _____.**
Choose THREE.
 - A. give the audience background information about the Popol Vuh and the Maya people
 - B. introduce the play's setting
 - C. help transition the audience from reality to a fictional world
 - D. explain why corn was important to the Maya people
2. **In Scene 3, Jaguar Moon says, "As long as the corn flourishes, you will know we are safe. If the stalks wither, then we have surely died." Based on context clues, what is the definition of *flourishes*?**
 - A. vanishes into thin air
 - B. provides people with food
 - C. maintains a pleasing taste
 - D. grows and thrives
3. **How are the lords of the underworld characterized in Scenes 4 and 5?**
 - A. angry, impatient, and frustrated
 - B. intelligent, bold, and brazen
 - C. evil, threatening, and conniving
 - D. welcoming, charming, and gracious
4. **Which lines support your answer to Question 3? Choose THREE.**
 - A. **Flying Scab:** Survive until tomorrow, if you can.
 - B. **Chief Lord:** The candle is burning. They shall fail.
 - C. **SD1:** The lords do not notice the long line of ants trailing out of the hut.
 - D. **Chief Lord:** They will soon be chopped to bits.
5. **Consider these lines from Scene 10:**

SD3: Two figures emerge from the water. It's the twins.
SD1: They wear ragged clothes, hiding their identities.
Jaguar Moon: Our plan worked.
Hunter: Now we will defeat them.

These lines reveal that the twins _____.
 - A. are actually poor beggars, not demigods
 - B. knew they would return to life
 - C. nearly died drowning in the river
 - D. have become older and wiser
6. **Which of the following is a theme of the play?**
 - A. Good will defeat evil.
 - B. Hope empowers people to get through dark times.
 - C. Appearances aren't always what they seem.
 - D. People should be satisfied with what they already have.

Constructed-Response Questions

7. In the play *Into the Underworld*, what kind of place is the underworld? Use text evidence to support your answer.

- 8.** In Scene 1, the twins decide to start using the ball-playing equipment that belonged to their father and uncle. Explain the risk they are taking and why they decide to do it anyway.

Name: _____

Into the Underworld Quiz

Directions: Read *Into the Underworld* from the February issue of *Scope*. Then answer the questions below.

1. The purpose of the prologue is to _____.
Choose **THREE**.
 - A. give the audience background information
 - B. introduce the time and place
 - C. help transition the audience from reality to a fictional world
 - D. explain why corn was important to the Maya people
2. In Scene 3, Jaguar Moon says, "As long as the corn flourishes, you will know we are safe. If the stalks wither, then we have surely died." What does *flourishes* mean?
 - A. vanishes
 - B. provides food
 - C. tastes good
 - D. grows and thrives
3. How are the lords of the underworld characterized in Scenes 4 and 5?
 - A. angry and impatient
 - B. smart and bold
 - C. evil and threatening
 - D. welcoming and charming
4. Which lines support your answer to Question 3? Choose **THREE**.
 - A. **Flying Scab:** Survive until tomorrow, if you can.
 - B. **Chief Lord:** The candle is burning. They shall fail.
 - C. **SD1:** The lords do not notice the long line of ants trailing out of the hut.
 - D. **Chief Lord:** They will soon be chopped to bits.
5. Consider these lines from Scene 10:

SD3: Two figures emerge from the water. It's the twins.

SD1: They wear ragged clothes, hiding their identities.

Jaguar Moon: Our plan worked.

Hunter: Now we will defeat them.

These lines reveal that the twins _____.

 - A. were actually poor beggars, not demigods
 - B. knew they would return to life
 - C. nearly died drowning in the river
 - D. have become older and wiser
6. The play explains how _____ came to be.
 - A. the sun and the moon
 - B. the underworld
 - C. fireflies
 - D. jaguars

Twins Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

To outwit someone is to beat them through cleverness. How do the twins outwit the lords of the underworld? Answer in an essay, using text evidence from the play. Entries must be submitted to **Twins Contest** by a teacher, parent, or legal guardian. Three winners will each get *The Storm Runner* by J.C. Cervantes.

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY March 18, 2024.

Name: _____

Do Now:

Measurement in Everyday Language

Customary measurement units are part of our everyday language, found in many common expressions and sayings. Consider the phrases below. For as many as you can, explain what the phrase means and/or use it in a sentence.

the whole nine yards:

a mile a minute:

walk a mile in someone's shoes:

a ton of bricks:

a country mile:

missed it by a mile:

an ounce of sense:

Give someone an inch and they'll take a mile. :

inching along:

all wool and a yard wide:

within an inch of one's life:

won't budge an inch:

wouldn't touch it with a 10-foot pole:

A journey of a thousand miles begins with a single step. :

pound for pound:

An ounce of prevention is worth a pound of cure. :

Name: _____

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

Vocabulary

"Should We Switch to the Metric System?"

1. **derailment (di-RAYL-muhnt)** *noun*; The prefix *de-* often means "to reverse" or "remove." The verb *derail* means "to cause to run off the rails." (*Rails* is another word for tracks.) *Derail* can also refer to when things don't go as expected or planned, resulting in a sudden change or interruption, as in "Our car breaking down derailed our plans to see a movie."

The noun *derailment* describes an act or process of derailing, whether it's a train coming off its rails or the interruption of plans.

2. **exclusively (ik-SKLOO-siv-lee)** *adverb*; The adjective *exclusive* means "limited to a particular person, group, or thing." An exclusive event allows only certain people to attend. If a hotel has exclusive access to a beach, only guests of the hotel can go to that beach.

Exclusively means "without any others being included or involved." If you read vampire novels exclusively, you do not read any other types of books. If you wear pink exclusively, you do not wear clothes of any other color.

3. **mishap (MIS-hap)** *noun*; A mishap is an unexpected problem or an unfortunate accident. Spilling a drink on your computer is an example of a mishap.

Name: _____

Vocabulary Practice

"Should We Switch to the Metric System?"

Directions: Match each imaginary book summary with its title.

Book Titles		
<i>Dream Derailment</i>	<i>Middle School Mishaps</i>	<i>Exclusively Ours</i>
<p>1. Meet Maya, a middle schooler with big goals. Her sights are set on winning the science fair and securing the lead role in the school play. But when her parents' divorce shakes up her world, Maya's carefully laid plans take an unexpected turn.</p>	<p>2. Three middle school friends stumble upon an abandoned tree house in the woods. Eager to claim it as their own, they establish a club called "The Secret Explorers Society" and go to great lengths to make sure NO ONE knows about it but the three of them.</p>	<p>3. Follow the adventures of two best friends as they navigate life in sixth grade. From forgotten assignments to cafeteria chaos, their daily adventures lead to awkward encounters, embarrassing moments, and comical misunderstandings.</p>
Book title:	Book title:	Book title:

Directions: Match each bolded word to the word or phrase that is most similar in meaning.

<p>4. derailment</p> <p>A. boarding</p> <p>B. caution</p> <p>C. accident</p> <p>D. cancellation</p>	<p>5. mishap</p> <p>A. practice</p> <p>B. present</p> <p>C. luck</p> <p>D. misfortune</p>	<p>6. exclusively</p> <p>A. only</p> <p>B. in addition to</p> <p>C. openly</p> <p>D. secretly</p>
--	--	--

Name: _____

Write an Argument Essay

Directions: Read "Should We Switch to the Metric System?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should the U.S. switch to the metric system exclusively?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think the U.S. SHOULD switch to the metric system exclusively, one of your supporting details might be that converting between units in the metric system is easy because it's based on units of 10.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think the U.S. SHOULD switch to the metric system exclusively, summarize the strongest arguments against switching that the author presents in the article. If you think the U.S. SHOULD NOT switch to the metric system exclusively, summarize the strongest arguments in favor of switching that the author presents.

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 had to convert between metric units and customary? Was it difficult? Would you prefer to use just one system of measurement?

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: "Switching to the metric system exclusively, could take years and millions of dollars. Doesn't that sound _____?"

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 the U.S. switching to the metric system. Finish it in the space provided.

Most countries in the world exclusively use the metric system of measurement. The United States still uses customary units for many things. Some people believe the U.S. should switch to metric exclusively, while others believe . . .

STEP 7: START WRITING

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

1**INTRODUCTION****Open with your hook from Step 5.**

Write a transition sentence that relates your hook to the question of whether the U.S. should switch to the metric system exclusively. (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.**

Word Study: Numerical Prefixes

1

mono-

monologue,
monopoly, monorail,
monocle,
monochrome

2

bi-/du-

bicycle, bilingual,
binoculars, duet,
duo, duplicate

3

tri-

triangle, tricycle,
tripod, triceratops,
trillion, trifecta

4

quad-/quar-

quadrant, quadruple,
quadrilateral,
quarter, quartet

10

dec-

decade, decathlon,
decimal, decagon,
decimeter

100

cent-

centimeter, century,
centennial,
centipede, percent

1,000

mil-/kilo-

millimeter,
millennium, million,
kilowatt, kilogram,
kilobyte

1/2

hemi-/semi-

hemisphere,
semester, semicolon,
semiannual,
semiformal

many

multi-/poly-

multicultural,
multiverse,
multitask, polygon,
polygraph,
polytheism

Name: _____

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

Vocabulary

"Would You Eat This?" and "Gross! Yuck! Ew!"

- 1. cultural (KUHLCH-ruhl)** *adjective*; The noun *culture* refers to a particular group or society's way of life, including their beliefs, values, traditions, language, food, music, clothing, art, and the way people interact with one another.

Cultural means "of or relating to culture." For example, the dragon dance is a cultural tradition performed in many East Asian countries and communities during Lunar New Year celebrations. It's believed to bring luck and prosperity for the upcoming year.
- 2. defect (DEE-fekt)** *noun*; A defect is a problem or flaw in something that makes it less than perfect. Defects can vary from small issues, like a scratch on a phone screen, to bigger problems that can cause something not to work properly. If a washing machine is missing a part that prevents the machine from overheating, that washing machine has a defect.
- 3. delectable (dih-LEK-tuh-buhl)** *adjective*; Something that is delectable is highly pleasing, delightful, or extremely delicious, as in "Naya bakes delectable muffins. They are always the first thing to sell out at bake sales."
- 4. delicacy (DEH-lih-kuh-see)** *noun*; A delicacy is a food people like to eat that is considered very special or a luxury. Many Americans like french fries, but french fries are not considered a delicacy. Caviar (the eggs of a large fish called sturgeon) is considered a delicacy. Caviar, like other delicacies, is rare, expensive, and not found on many restaurant menus.

5. **revulsion (rih-VUHL-shuhn)** *noun*; Revulsion is a really strong feeling of dislike or disgust. If something makes you want to turn away or feel like you might throw up, that's revulsion.
6. **scrumptious (SKRUHMP-shuhs)** *adjective*; Something that is scrumptious is very tasty or delicious, as in "The restaurant was known for its scrumptious desserts, so we saved room to have some after dinner" or "The chapter we read in our class novel today was packed with scrumptious details about the character's past." *Scrumptious* and *delectable* are synonyms.
7. **vital (VAHY-tuhl)** *adjective*; *Vital* means "extremely important or necessary for something to live, grow, or function properly." Water is vital for plants to grow. Getting enough sleep at night is vital for you to feel rested and energized the next day.

Name: _____

Vocabulary Practice

"Would You Eat This?" and "Gross! Yuck! Ew!"

Directions: Using a word from the word bank, fill in the blanks to finish each conversation. Remember, two words are synonyms, so you can use them interchangeably.

vital

revulsion

delicacy

defect

cultural

scrumptious

delectable

1. That scene in the horror movie filled me with _____.

Agreed. It was hard to keep watching! 🤢

2. The cookies at Kate's Bakes are _____!
 🍪🍪🍪

I'll give them a try!

3. Thank you for your encouragement and help this week . . .

You got it. Friendship is _____ for navigating the ups and downs of life. ❤️

4. I'm having trouble with my Chromebook. I think it has a _____.

Oh no, that is not good. Take it to the media center. Maybe they can help.

Name: _____

vital

revulsion

delicacy

defect

cultural

scrumptious

delectable

5.

I have to write an S.S. report
on an American
_____ tradition.
What should I write about?

What about Thanksgiving?
The Fourth of July? Super
Bowl Sunday?

6.

That soup was
_____. Did
you make it?

I sure did. It's a secret family
recipe. Isn't it
_____?

7.

My cousin Max, who lives in
France, loves eating
escargot (that's snails!).

I've heard about escargot.
It's a special French
_____.

8. *Write your own conversation
using one or more of the
words in the bank.*

Name: _____

Close-Reading Questions

"Would You Eat This?" and "Gross! Yuck! Ew!"

"Would You Eat This?"

1. What is entomophagy's role in various cultures around the world? (key ideas and details)
2. The introduction states that "eating [bugs] is easy on the environment." How is this claim supported in the article? (supporting a claim)
3. What are some of the challenges mentioned in the article that may interfere with insect eating becoming popular in the United States? (key ideas and details)

4. How does the nutritional content of insects compare to that of traditional sources of protein? (compare and contrast)

5. According to the article, why might insect consumption be important to the future of food production? (problem and solution)

1. How is disgust a survival tool? (key ideas and details)

2. What factors influence what people find disgusting? Can feelings of disgust change? (key ideas and details)

3. What message does author Kristin Lewis convey about different tastes and trying new foods? (inference)

Critical-Thinking Questions

“Would You Eat This?”
and “Gross! Yuck! Ew!”

1. Would you try the dishes featured in the article? Why or why not?
2. What do you think it would take for insect eating to become popular in the U.S.?

Name: _____

Featured Skill: Synthesis

Directions: Read "Would You Eat This?" and "Gross! Yuck! Ew!" Then use this planner to help you respond to the prompt that appears at the end of the articles.

The prompt at the end of the articles says:

Do you think insects could ever become a staple of the American diet? Why or why not? Draw from both "Would You Eat This?" and "Gross! Yuck! Ew!" to support your ideas.

Psst! A staple is a food or ingredient that is eaten regularly and forms a fundamental part of typical meals.

To help you decide your viewpoint, fill in the following chart.
We got you started!

	<u>WHAT THE TEXT SAYS</u>	<u>WHAT YOU THINK</u>
Nutritional benefits of insects		
Environmental impact of eating insects		
How people feel about eating insects		
Production and price of insects in the U.S.	<ul style="list-style-type: none">• The U.S. doesn't currently have a system to support insect farming. (p. 24)• The supply of insects is small, so insect-based products are expensive. (p. 25)	

Even though “Gross! Yuck! Ew!” is not about eating insects, how does it give readers a deeper understanding of ideas discussed in “Would You Eat That?” Circle your choice.

The article “Gross! Yuck! Ew!” can help readers better understand what makes insects so nutritious.

The article “Gross! Yuck! Ew!” can help readers better understand why we need an environmentally friendly way to feed our growing population.

The article “Gross! Yuck! Ew!” can help readers better understand what causes Americans to find the idea of eating insects gross and whether those feelings can change.

The article “Gross! Yuck! Ew!” can help readers understand why insect-based products are so expensive and how they can be produced more cheaply.

<u>WHAT THE TEXT SAYS</u>	<u>WHAT YOU THINK</u>
According to “Gross! Yuck! Ew!,” what causes us to find some foods disgusting but not others? Is it possible for our feelings to change?	Based on this information, do you think insects could become a staple of the American diet? Explain.

CHOICE BOARD

"WOULD YOU EAT THIS?" AND "GROSS! YUCK! EW!"

Do you think insects could ever become a staple of the American diet? Why or why not? Draw from both "Would You Eat This?" and "Gross! Yuck! Ew!" to support your ideas.

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

Imagine you are a chef planning to debut insect-based dishes on your restaurant's menu. Using information from both articles, create an infographic that will be inserted in your restaurant's menus to persuade guests to try the new dishes.

With a partner, create a cooking show episode that features recipes incorporating insects as ingredients. Explain the nutritional value and taste of your insect ingredients. Also talk about how most Americans feel about eating insects, and why.

Design a comic strip illustrating the journey of a character with an interest in entomophagy who introduces insects as food in their community. The character could be a farmer, a nutritionist, a chef, an environmentalist, or a student like you. Be sure to show the community's reactions and how the main character's efforts turn out in the end.

Name: _____

Finding and Using Text Evidence

Directions: Read "Would You Eat This?" and "Gross! Yuck! Ew!" Then complete this activity to practice finding text evidence.

Imagine that you are writing a persuasive paragraph arguing that insect eating should become more popular in the U.S.

1. **Which is the BEST topic sentence for your paragraph?**
 - A. Many people around the world eat insects.
 - B. Insects are nutritious.
 - C. There are many benefits that come along with eating insects.

2. **Which information from "Would You Eat This?" BEST supports the sentence you chose in Question 1?**
 - A. "Many species are rich in protein, iron, fiber, and other essential nutrients." (p. 25)
 - B. "Chirps chocolate chip cricket cookie mix costs \$17 for a 13.5-ounce bag." (p. 25)
 - C. "In fact, Americans eat insects already, possibly every day—just not on purpose." (p. 24)

3. **Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?**
 - A. It shows how eating insects is already popular in the U.S.
 - B. It explains one benefit of eating insects: Insects are nutritious.
 - C. It explains that insect-based products can be expensive.

4. Choose **ONE** piece of text evidence from "Would You Eat This?" that **BEST** supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Eating more insects can help the environment.

- A. "It takes one gallon of water and two pounds of feed to produce one pound of cricket meat; it takes nearly 2,000 gallons of water and 10 pounds of feed to produce one pound of beef." (p. 25)
- B. "The United Nations (U.N.) estimates that at least 2 billion people—about a quarter of the world's population—eat insects regularly." (p. 24)
- C. "According to the U.N., the number of humans living on our planet is expected to reach a whopping 9.8 billion by 2050." (p. 25)

I chose _____ because _____

5. Choose the paragraph that shows the **BEST** use of text evidence from "Gross! Yuck! Ew!" in the form of a paraphrase.

- A. Disgust is an important emotion because it helps keep us safe. Many of the things we are disgusted by, such as vomit or feces, contain harmful germs and parasites that can make us sick. The disgust we feel toward these things is our body's way of warning us to stay away from them so we don't get sick. In this way, disgust plays an important role in keeping us safe.
- B. Disgust is an important emotion because it helps keep us safe. As author Kristin Lewis explains, many of the things we are disgusted by, such as vomit or feces, contain harmful germs and parasites that can make us sick (26). The disgust we feel toward these things is our body's way of warning us to stay away from them so we don't get sick (26). In this way, disgust plays an important role in keeping us safe.
- C. Many of the things we are disgusted by, such as vomit or feces, contain harmful germs and parasites that can make you sick. The disgust we feel toward these things is our body's way of warning us to stay away from them, and thus, keeping us from getting sick.

On the back of this page, explain why the two answers you did NOT choose are NOT examples of using text evidence as a paraphrase.

6. Now it's your turn. Write a paragraph explaining why insect eating is not currently popular in the U.S. Your paragraph should include:

- a topic sentence
- at least one piece of text evidence in the form of a direct quotation
- a sentence that states how that evidence supports your central idea

Name: _____

Finding Text Evidence

Directions: Read "Would You Eat This?" Then complete this activity to practice finding text evidence.

1. Choose TWO pieces of text evidence that BEST support the statement below.

STATEMENT:

There are many benefits of insect eating.

- A.** "Many species are rich in protein, iron, fiber, and other essential nutrients." (p. 25)
- B.** "... insect farmers can produce large amounts of food very quickly, something experts predict will prove essential in the future as the global population continues to climb." (p. 25)
- C.** "The United Nations (U.N.) estimates that at least 2 billion people—about a quarter of the world's population—eat insects regularly." (p. 24)

2. Choose ONE piece of text evidence that BEST supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Eating more insects can help the environment.

- A.** "According to the U.N., the number of humans living on our planet is expected to reach a whopping 9.8 billion by 2050." (p. 25)
- B.** "There are other reasons for Americans to consider eating bugs." (p. 25)
- C.** "It takes one gallon of water and two pounds of feed to produce one pound of cricket meat; it takes nearly 2,000 gallons of water and 10 pounds of feed to produce one pound of beef." (p. 25)

I chose ____ because _____

- 3. Below are a statement and two pieces of supporting evidence from the article. Find one more piece of evidence from the article that supports this statement and write it on the lines below.**

STATEMENT:

Insect eating is not uncommon outside of the U.S.

- A.** "In Uganda, try termites steamed in banana leaves and served de-winged." (p. 24)
- B.** "Indeed, more than 2,000 species of insects are eaten around the globe; some of the most popular include beetles, wasps, grasshoppers, and caterpillars." (p. 24)
- C.** _____

- 4. Read the statement below. Then find a line from the article that supports it. Explain how the line supports the statement.**

STATEMENT:

*Insect eating is not currently popular in the U.S.
for several reasons.*

Line that supports the statement:

How does this line support the statement?

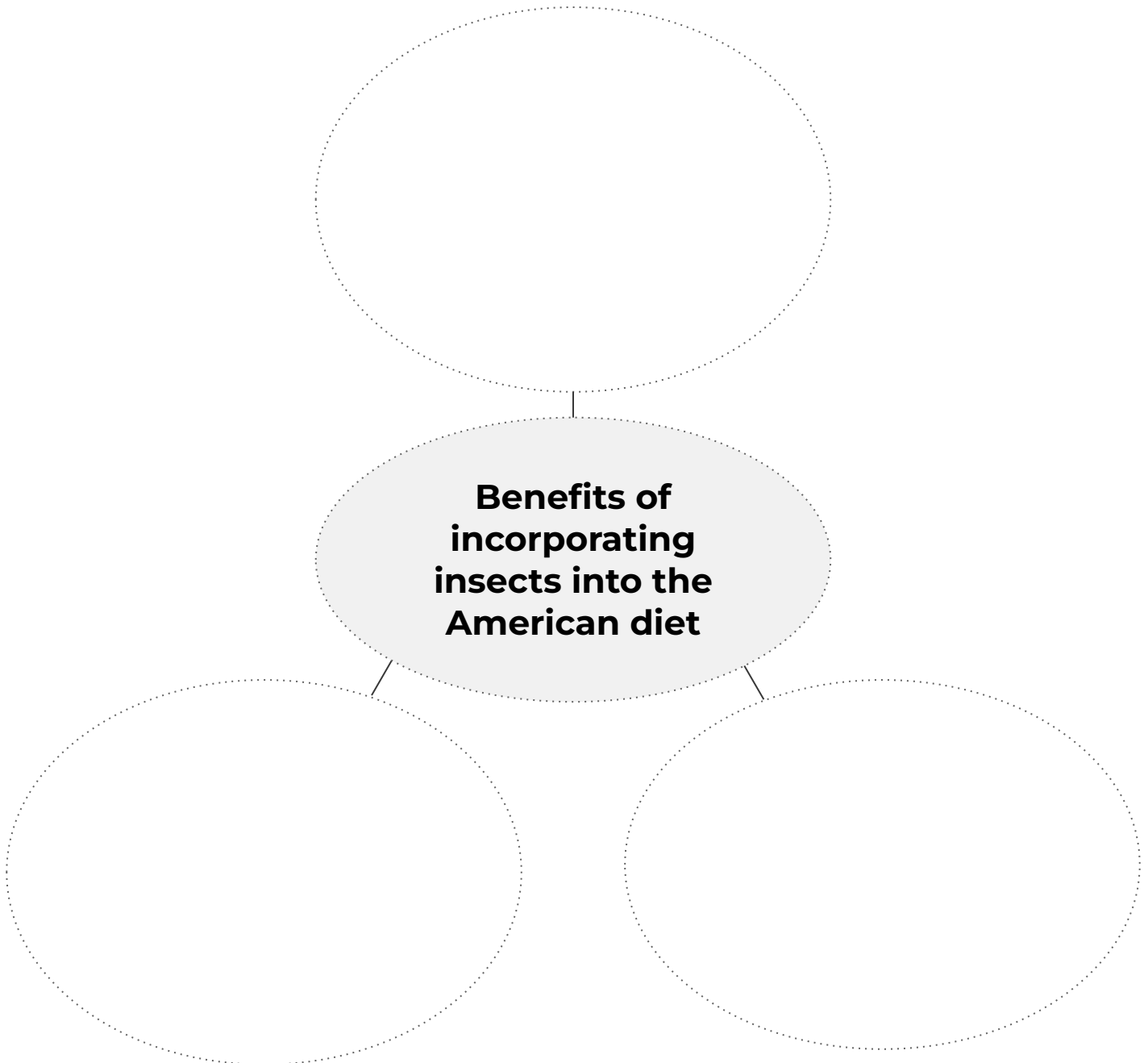
Name: _____

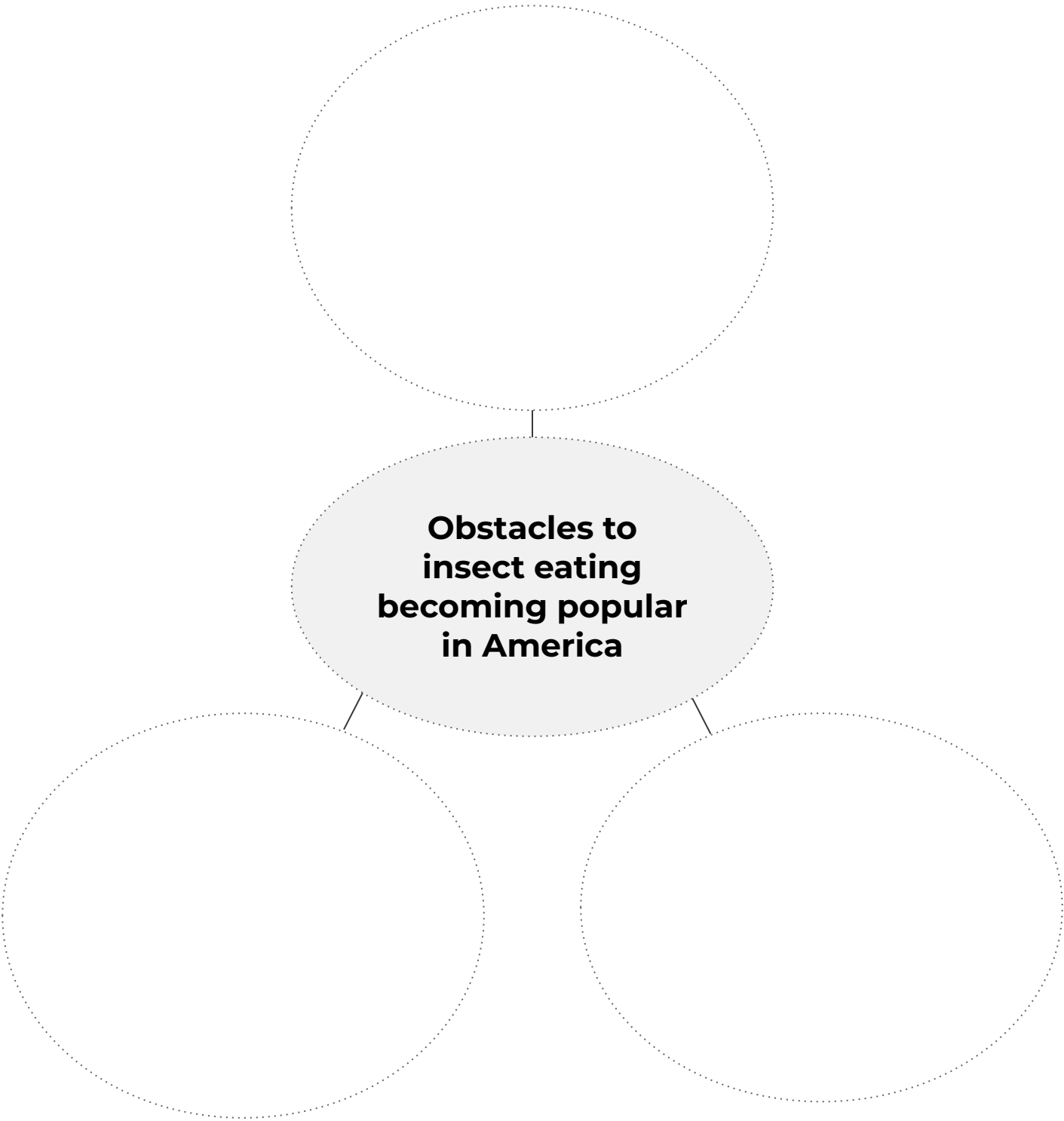
Exploring Text Structure

Directions: Read "Would You Eat This?" and "Gross! Yuck! Ew!" Then use the graphic organizers in this activity to organize information from the articles.

DESCRIPTION

Fill in the graphic organizers with details from the articles.





Name: _____

Exploring Text Structure

Directions: Read "Would You Eat This?" and "Gross! Yuck! Ew!" Then use the graphic organizers in this activity to organize information from the articles. We got each one started for you.

DESCRIPTION

Fill in the graphic organizers with details from the articles.

Nutritional Benefits:

"Many species are rich in protein, iron, fiber, and other essential nutrients. Cicadas contain the same amount of protein per pound as beef."

Benefits of incorporating insects into the American diet

Environmental Impact:

The Future of Food Production:



Name: _____

Paired Texts Quiz

Directions: Read “Would You Eat This?” and “Gross! Yuck! Ew!” from the February issue of *Scope*. Then answer the questions below.

1. The main purpose of “Would You Eat This?” is to _____.
 - A. persuade readers not to eat insects
 - B. trace the history of entomophagy
 - C. explain why the author chooses to eat insects
 - D. explore the question of whether entomophagy could ever become popular in the U.S.
2. Author Kristin Lewis writes, “Instantly, the crispy morsels explode in your mouth, releasing their flavorful, creamy insides. The taste is distinctly nutty.” This line contains _____ that _____.
 - A. imagery; helps you imagine and understand what eating a mealworm is like
 - B. a metaphor; compares the taste of a mealworm to that of a nut
 - C. hyperbole; emphasizes how gross mealworms are
 - D. a simile; compares the taste of a mealworm to that of a nut
3. According to “Would You Eat This?,” which is an obstacle to insect eating becoming popular in the U.S.? Choose TWO.
 - A. Farming insects requires fewer resources than farming other animals.
 - B. Insect-based products are expensive in the U.S.
 - C. Most Americans do not know how to serve edible insects.
 - D. Few Americans know how to farm insects.
4. Lewis writes, “Then again, when sushi first arrived in the U.S., many Americans were disgusted by the idea of eating raw fish. Now there are more than 19,000 sushi restaurants across the country. Sushi is a \$27 billion industry!” The main purpose of this information is to _____. Choose TWO.
 - A. support the idea that insect eating could one day become popular in America
 - B. show that Americans’ tastes can change
 - C. express the opinion that the sushi industry is impressive
 - D. compare the sushi industry in Japan with the sushi industry in the U.S.
5. In “Gross! Yuck! Ew!,” Lewis writes, “Nurses see wounds all the time at work, so they become accustomed to them.” Based on context clues, to become accustomed to something means to _____.
 - A. ignore it
 - B. get excited by it
 - C. be bored by it
 - D. get used to it
6. Which statements can be supported by information in BOTH articles? Choose TWO.
 - A. Insects contain a lot of protein.
 - B. Tastes can vary by culture.
 - C. Disgust is an important emotion.
 - D. Tastes can change over time.

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

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Name: _____

Paired Texts Quiz

Directions: Read “Would You Eat This?” and “Gross! Yuck! Ew!” from the February issue of *Scope*. Then answer the questions below.

1. The main purpose of “Would You Eat This?” is to _____.
 - A. persuade readers not to eat insects
 - B. explore the history of insect eating
 - C. explain why the author chooses to eat insects
 - D. explore the question of whether bug eating could ever become popular in the U.S.
2. Author Kristin Lewis writes, “Instantly, the crispy morsels explode in your mouth, releasing their flavorful, creamy insides. The taste is distinctly nutty.” This line _____.
 - A. helps you imagine and understand what eating a mealworm is like
 - B. explains why the author eats insects
 - C. emphasizes how gross mealworms are
 - D. explains why bug eating is so popular in America
3. According to “Would You Eat This?,” why is bug eating not common in the U.S.? Choose TWO.
 - A. Farming insects requires fewer resources than farming other animals.
 - B. Many Americans are disgusted by the idea of eating bugs.
 - C. Most Americans do not know how to serve edible insects.
 - D. Insect-based products are expensive in the U.S.
4. Lewis writes, “Then again, when sushi first arrived in the U.S., many Americans were disgusted by the idea of eating raw fish. Now there are more than 19,000 sushi restaurants across the country. Sushi is a \$27 billion industry!” The main purpose of this information is to _____. Choose TWO.
 - A. support the idea that bug eating could one day become popular in America
 - B. show that Americans’ tastes can change
 - C. explain that sushi and insects have a similar flavor
 - D. show that sushi is the most popular food in America
5. In the article “Gross! Yuck! Ew!,” Lewis writes, “Think of nurses who aren’t disgusted by blood and pus. Nurses see wounds all the time at work, so they become accustomed to them.” Based on context clues, to become accustomed to something means to _____.
 - A. love it
 - B. get excited by it
 - C. be bored by it
 - D. get used to it
6. Which statements can be supported by information in BOTH articles? Choose TWO.
 - A. Insects have a lot of protein.
 - B. Tastes can vary depending on where you live.
 - C. Disgust is an important emotion.
 - D. Tastes can change over time.

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

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Insects Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Do you think insects could ever become a staple of the American diet? Why or why not?

Draw from both "Would You Eat This?" and "Gross! Yuck! Ew!" to support your ideas.

Entries must be submitted to **Insects Contest** by a teacher, parent, or legal guardian. Three winners will each get *Bugs for Breakfast* by Mary Boone.

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY March 18, 2024.



“They Might Be Dangerous”

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

	Agree	Disagree
1. Humans are naturally curious beings.		
2. There is intelligent life on other planets.		
3. Earthlings will one day meet and interact with intelligent life from other planets.		
4. Earthlings would reach out in friendship to life from another world.		
5. Authority should always be obeyed.		
6. Fear is a stronger emotion than courage.		
7. What is unknown is scary and dangerous.		

Name: _____

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

Vocabulary

"They Might Be Dangerous"

1. **annihilate (uh-NIGH-uh-layt)** *verb*; To annihilate something is to destroy it completely to the point where it no longer exists.
2. **celestial (suh-LES-chuhl)** *adjective*; *Celestial* means "in or relating to the sky or heavens." Planets and stars are celestial bodies.
3. **colonize (KAH-luh-nighz)** *verb*; To colonize is to settle in and take control of an area of land outside your own borders. This often means taking control of the people who already live in that place. In other words, to colonize is to build a colony, which is an area that is under the control of a distant nation. In the 1600s, England began to colonize what is now the East Coast of the United States. It's possible someday that humans may colonize Mars and build a settlements.
4. **cosmos (KAHZ-mohs)** *noun*; The cosmos is the universe— everything that exists everywhere. Usually, when someone uses the word *cosmos*, it's with the idea that the universe is a well-organized system.
5. **electromagnetic (ih-lek-troh-mag-NEH-tik)** *adjective*; The universe is full of something called electromagnetic energy. Electromagnetic energy moves in the form of waves. Sunlight, X-rays, and radio waves are all types of electromagnetic energy. Satellites use electromagnetic energy to send and receive information.

In the story "They Might Be Dangerous," the narrator refers to electromagnetic signals. She is likely referring to unexplained radio signals from outer space and suggesting they seem to be created by beings on another planet.

6. **keen (keen)** *verb*; To keen is to make a loud, long cry of sorrow—to wail in grief.
7. **presume (prih-ZOOM)** *verb*; To presume is to suppose something is true without proof. For example, you might presume the woman who just dropped off your friend is your friend's mom.
- Presume vs. assume:** *Presume* is similar in meaning to *assume*; both words are about believing something without knowing for sure. So what's the difference? When you presume, you suppose something because it's likely true. When you assume, you suppose something without any evidence or proof.
8. **telepathic (teh-luh-PA-thik)** *adjective*; Telepathy (tuh-LEH-puh-thee) is communication that does not involve any of the known senses—hearing, sight, smell, touch, and taste. In other words, telepathy is communication directly from one mind to another. *Telepathic* is the adjective form of *telepathy*. Someone who is telepathic can read other people's thoughts or send messages to someone else without using words or gestures. (There is no evidence that telepathy exists, though—it's just an idea.)
9. **veer (vihr)** *verb*; To veer is to suddenly change direction or course. If you're walking your dog and she notices a partially eaten slice of pizza on the curb, she will probably veer toward the pizza.

Close-Reading Questions

"They Might Be Dangerous"

- 1.** Why do Zak and Alia want to avoid the watchers? (inference)
- 2.** How are Alia and Zak different from one another? (character)
- 3.** Why do you think the author put the dialogue in italics instead of quotation marks? (author's craft)

4. How does the line "Zak's fear filled the air like fog" contribute to the mood of the story? (figurative language)

5. What does Alia mean by "just like us"? What does Zak mean by "just like us"? (inference, character)

6. Where does this story take place? What details reveal the setting? (setting, genre)

7. Who are the creatures in the pod? How do you think they would answer Alia's questions? (inference, critical thinking)

Name: _____

Critical-Thinking Questions

“They Might Be Dangerous” and “Desert Eclipse”

- 1.** What motivates Alia to stay as the watchers arrive at the end of the story? Predict what you think will happen after the watchers arrive.
- 2.** Which details does the author include to lead readers to assume Zak, Alia, and Mip are Earthlings? What is the purpose of waiting until the end of the story to reveal that they are not Earthlings?
- 3.** Why do you think the title of the story is “They Might Be Dangerous”?

4. Consider this line: “And yet, if that were her inside the pod, she’d hope someone would choose courage over fear.” What does it mean to choose courage over fear? Can you think of examples of other characters in literature who choose courage over fear? Can you think of examples of real people from history who chose courage over fear?

5. What connections can you make between what the author describes in the essay “Desert Eclipse” and the story “They Might Be Dangerous”?

6. What message do you think the author wants readers to take away from “They Might Be Dangerous” and “Desert Eclipse”?

Name: _____

Featured Skill: Character

Directions: Read "They Might Be Dangerous." Then use this planner to help you respond to the prompt that appears at the end of the story.

The prompt at the end of the story says:

Consider the last line of the story: "She knew what she had to do." What does Alia have to do? What happens after the watchers arrive? Write a sequel to the story that answers these questions.
Be sure to stay true to the characters.

CHARACTER ANALYSIS

Decide what happens next based on your knowledge of the characters.

ALIA	ZAK
1. Based on your knowledge of Alia and her feelings toward the creatures in the pod, what do you think Alia would do next? Would she help the creatures in the pod, return home—or take another action entirely?	3. Would Zak help Alia with her actions? Why or why not?
2. Find a quote from the story that supports your thinking on what Alia would do next.	4. Find a quote from the story that supports your thinking on whether Zak would help Alia.

THE WATCHERS

5. Though we don’t meet the watchers in the story, we learn a lot about them! Based on what you know about the watchers, do you think they would help or hurt the creatures in the pod? (You may also wish to consider how the inhabitants of Alia’s planet feel about colonizing other planets.)
6. Provide a quote from the story that supports your thinking on what the watchers would do.

STAYING TRUE TO THE STORY

As you write your sequel, it’s important to stay true to what the author has already written. Below are a few aspects of the story that you will likely want to include in your story as well.

Communication: Alia and Zak communicate telepathically, which the author indicates by putting their dialogue in italics.

Setting: The story takes place in a desert. There are “rugged rocks” that Zak “scuttles” and “scrambles” over.

Characters: Alia has wings and an antenna. Mip has antennas and a crown horn.

Mood: Dark and sinister, yet hopeful

YOUR TURN: Is there anything else that comes up in the story that you may want to talk about or reference in your sequel? Write it here.

WRITING AN OUTLINE

Write a quick outline of your sequel below. Bullet points are fine!
Your outline will help prevent writer’s block when you write your story.

EXAMPLE OUTLINE: <i>The Giver by Lois Lowry</i>	MY OUTLINE:
<ul style="list-style-type: none">Jonas is selected as the Receiver of Memory, and The Giver begins giving Jonas memories.Jonas starts to question his society.Jonas learns that his father’s job is to kill infants (known as “releasing” them) if they are sickly. Jonas wants to change things.Jonas and The Giver decide to send Jonas to Elsewhere, the place outside their walls. He will save a baby, Gabriel, who has been chosen to be released.Jonas leaves the community, saving Gabriel. <div><p>Tip: Once you finish the outline, make sure you addressed the questions in the prompt:</p><ul style="list-style-type: none">What does Alia have to do?What happens after the watchers arrive?</div>	

WRITING THE SEQUEL

Write your sequel on a separate piece of paper. Tip: Don’t forget to divide your writing into paragraphs! When you’re finished writing, read your draft aloud. It’s easier to check for mistakes that way than by reading it in your head.

CHOICE BOARD

"THEY MIGHT BE DANGEROUS"

Consider the last line of the story:
"She knew what she had to do."
What does Alia have to do? What
happens after the watchers
arrive? Write a sequel to the story
that answers these questions. Be
sure to stay true to the characters.

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

What do you think happens after
the watchers arrive? Summarize
the events that happen after the
story ends in the form of a
paragraph or a mini graphic novel.

Write a journal entry about the
events of the story from the
point of view of Alia, Zak, a
watcher, or a human on the
crashed ship.

Imagine that the story is being
developed into a full-length
novel. Design the novel's book
cover. Be sure to include a title,
tagline, and artwork.

Name: _____

Making Inferences

Making an inference means using clues in a text in addition to what you already know to figure out something the author doesn't tell you directly.

Directions: Read "They Might Be Dangerous," then answer the questions or follow directions to fill in the chart.

Clues	Inference
1. Record lines that support the inference at right.	<i>Zak and Alia view the watchers as an intimidating force.</i>
2. Record lines that support the inference at right.	<i>Alia is full of curiosity and longs for adventure.</i>

Clues	Inference
<p>3. Record lines that support the inference at right.</p>	<p><i>Zak is fearful of the unknown.</i></p>
<p>Consider these lines:</p> <p><i>Do you want to risk your life trying to save them? Are they worth it, Alia? Are they worth the lives of everyone we know? Everyone we love?</i></p> <p><i>But what if they’re just like us?</i></p> <p><i>Exactly. Zak gave her a worried look. What if those awful-looking things are just like us?</i></p>	<p>4. What does Alia mean by “just like us”? What does Zak mean by “just like us”?</p>

Clues	Inference
5. Record lines that support the inference at right.	<i>The story takes place on a planet that is not Earth.</i>
6. Record lines that support the inference at right.	<i>The creatures in the pods are humans from Earth.</i>

Name: _____

“They Might Be Dangerous” Quiz

Directions: Read “They Might Be Dangerous” from the February issue of *Scope*. Then answer the questions below.

1. The narrator describes Alia’s and Zak’s reaction upon finding the alien images: “Alia’s limbs stiffened. Zak rushed to her side. Alia could sense his terror, his revulsion.” Which is the definition of *revulsion*?
 - A. a feeling of shock and awe
 - B. a very strong distaste or dislike
 - C. a state of panic or anxiety
 - D. a deep sense of fondness and attraction
2. Alia is characterized as _____.
 - A. wild, careless, and reckless
 - B. nervous, timid, and fearful
 - C. calm, composed, and confident
 - D. curious, brave, and fearless
3. Which of the following support your answer to Question 2? Choose THREE.
 - A. “Alia veered from the well-traveled path and took off, knowing her older brother would follow.”
 - B. “She always wanted to push further into the desert, beyond where their parents permitted them to explore.”
 - C. “Whatever was in there was strong, but Alia took a step closer.”
 - D. “They’d have the equipment—the weapons and tools and research supplies—to deal with this.”
4. Consider the story’s ending, when Alia reflects on who the creatures are: “Was it the name of a faraway planet? Did the creatures inside dream of holding star scraps in their hands too? Did they dream of meeting her?”

What do these lines reveal? Choose TWO.

 - A. Alia is curious about the creatures.
 - B. Alia is frightened by the creatures.
 - C. Alia believes she and the creatures may have things in common.
 - D. Alia feels perplexed about what action to take next.
5. Which of the following lines help you understand that Alia and Zak are not human? Choose TWO.
 - A. “Zak never liked to wander far.”
 - B. “Zak was already climbing over the rocks.”
 - C. “He sent out another telepathic thought.”
 - D. “Alia folded her wings tight at her sides, bent low, and ran her antenna over the strange symbols . . .”
6. What does the experience described in the essay “Desert Eclipse” have in common with what happens in “They Might Be Dangerous”? Choose TWO.
 - A. Both revolve around a lunar eclipse.
 - B. Both take place on a planet far from Earth.
 - C. Both raise questions about our role in the universe.
 - D. Both take place in a desert landscape.

Name: _____

“They Might Be Dangerous” Quiz

Directions: Read “They Might Be Dangerous” from the February issue of *Scope*. Then answer the questions below.

1. The narrator describes Alia and Zak’s reaction when they find the alien images: “Alia’s limbs stiffened. Zak rushed to her side. Alia could sense his terror, his revulsion.” Context clues reveal that *revulsion* most closely means _____.
 - A. amazement
 - B. strong distaste or dislike
 - C. panic
 - D. love and delight
2. Alia is characterized as _____.
 - A. wild and reckless
 - B. nervous and fearful
 - C. calm and confident
 - D. curious and brave
3. Which of the following support your answer to Question 2? Choose THREE.
 - A. “Alia veered from the well-traveled path and took off, knowing her older brother would follow.”
 - B. “She always wanted to push further into the desert, beyond where their parents permitted them to explore.”
 - C. “Whatever was in there was strong, but Alia took a step closer.”
 - D. “They’d have the equipment—the weapons and tools and research supplies—to deal with this.”
4. Consider the story’s ending, when Alia reflects on who the creatures are: “Was it the name of a faraway planet? Did the creatures inside dream of holding star scraps in their hands too? Did they dream of meeting her?”

These lines tell you that Alia _____. Choose TWO.

 - A. is curious about the creatures
 - B. is scared of the creatures
 - C. believes she and the creatures may have things in common
 - D. feels confused about what to do
5. Which of the following lines help you understand that Alia and Zak are not human? Choose TWO.
 - A. “Zak never liked to wander far.”
 - B. “Zak was already climbing over the rocks.”
 - C. “He sent out another telepathic thought.”
 - D. “Alia folded her wings tight at her sides, bent low, and ran her antenna over the strange symbols . . .”
6. The essay “Desert Eclipse” and the story “They Might Be Dangerous” both _____. Choose TWO.
 - A. describe a lunar eclipse
 - B. take place on a planet that is not Earth
 - C. raise questions about our role in the universe
 - D. take place in a desert setting

Constructed-Response Questions

7. Consider the situation that Alia finds herself in. What are the pros (positives) and cons (negatives) of leaving and letting the watchers do their work, rather than staying and helping the creatures in the pod? Use text evidence to support your answer.

8. Compare Alia's and Zak's personalities. Use examples from the story to support your answer.

They Might Be Dangerous Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Consider the last line of the story: "She knew what she had to do." What does Alia have to do?

What happens after the watchers arrive? Write a sequel to the story that answers these questions. Be sure to stay true to the characters. Entries must be submitted to **They Might Be Dangerous Contest** by a teacher, parent, or legal guardian. Three winners will each get

Project F by Jeanne DuPrau.

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

- ✓ creativity
- ✓ understanding of character
- ✓ clarity
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY March 18, 2024.

Name: _____

Analyzing Poetry:

"Ode to El Molcajete" by Gary Soto

Directions: Read the poem a few times. Then answer the following questions.
(Tip: Have a copy of the poem in front of you.)

1. What part of his life is Gary Soto writing about in this poem?
2. Explain how this poem about a molcajete is also about the poet's family.
3. Besides the fact that she used the molcajete, what do we learn about Soto's grandmother in the first stanza?
4. The second stanza is packed with similes and metaphors. Identify them and explain what they help you understand.

5. In the third stanza, Soto writes, "But it wasn't the onion/That made me cry,/But my mother/Looking out from the window." Which lines from another stanza do these lines echo? Why might the poet have included this "echo"?

6. In the first stanza, Soto writes that the molcajete "runs with/The blood of tomatoes." Explain the metaphor Soto is using in this description and how it continues in the third stanza.

7 An ode is a type of poem that expresses the writer's thoughts and feelings about a particular person, place, or thing. Often, an ode is written to praise or celebrate that person, place, or thing. In what way is this poem an ode?

Name: _____

Analyzing Poetry:

"Ode to El Molcajete" by Gary Soto

Directions: Read the poem "Ode to El Molcajete" by Gary Soto. Then follow the directions in this activity to write your own poem—an ode to something connected to cooking or eating.

1. Brainstorm

Below or on a blank piece of paper, jot down ideas for the topic of your poem. It can be anything connected to cooking or eating. Below are some categories to give you ideas.

Note: You don't have to think of something for every category below, and you can write down ideas that don't fit into any of the categories.

a food you love

an object in the kitchen—like a
certain tool, pot, or pan—that
gets a lot of use in your home

something you love to
make

something a family
member or friend taught
you to make

something someone
you love makes for you

a restaurant you love

a food that's part of one of your family or
cultural traditions

a special memory involving cooking or eating
(or both!)

**Read through all the ideas you brainstormed. Which one do you like
best for your poem? Put a star next to it.**

2. Reflect and Take Notes

Spend some time thinking about the topic you have selected. As you are thinking, take notes. You can write words, phrases, or entire sentences.

Consider:

What are some sensory details related to your topic? In other words, what sights, smells, sounds, tastes, and sensations of touch come to mind when you think about your topic?

Who are the people connected to your topic?

What place or places are connected to your topic?

Is there a single memory or several memories you want to write about?

3. Write Your First Draft

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

Guidelines:

- ▶ Write an ode to something connected to cooking or eating. Use your notes to help you include details.
- ▶ Give your poem the title "Ode to _____." (Fill in the blank with the topic of your poem.)

A few things
to think about



As you work on your first draft, think about:

- ▶ How many stanzas will you divide your poem into? You can have just one or as many as you like.
- ▶ Can you use any similes or metaphors to express your ideas?

4. Revise

When you have your first draft . . .

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

Ode Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the February 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Write an ode to something connected to cooking or eating, using "Ode to El Molcajete" as a model. Entries must be submitted to **Ode Contest** by a teacher, parent, or legal guardian.

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

Include this form with each student's entry and send both to: scopecontest@scholastic.com

Entries will be judged on:

- ✓ creativity
- ✓ clarity

ENTRIES MUST BE RECEIVED BY March 18, 2024.