

THE TREE THAT GROWS PASTA

AND OTHER HILARIOUS APRIL FOOLS' DAY PRANKS

Directions: Circle the correct word in each bolded group.

A Fool's History

No one is certain how April Fools' Day started. Some trace it back to Europe, to a time when New Year's was widely celebrated at the end of March. In 1582, France changed calendars, and January 1 became the start of the year there—**accept/except** not everyone got the news. Those who kept celebrating New Year's in the spring were considered fools.

There is no historical evidence to support this story, though—so we would all be April fools to **accept/except** it.

The Pasta Tree

Have you ever seen a pasta tree? Of course you haven't, because there's no such thing! Yet back in 1957, many people were convinced that there was, thanks to a prank by the BBC, a British news organization.

The BBC reported that a mild winter and a low population of beetles called "spaghetti weevils" had resulted in spaghetti trees in Switzerland producing more noodles than usual. The report was an April Fools' joke, **accept/except** some viewers **accepted/excepted** the story as real. The next day, the BBC received hundreds of calls asking how to grow a spaghetti tree.

Extinct Animal Returns!

When an animal goes extinct, it's gone forever—**accept/except** in the case of the glyptodon. This giant armadillo-like creature went extinct about 10,000 years ago, yet last spring, the Smithsonian's National Zoo announced the birth of four baby glyptodons. The zoo said scientists used genetic material from fossils to bring back the species.

The news was, of course, an April Fools' joke. Glyptodons did once roam the planet, but none have been born in a very (very) long time.

The McFry

Last year, McDonald's Australia announced a new menu item: the McFry, a juicy burger topped with golden fries. "Get your hands on the McFry today. Available until yesterday," the announcement said.

The burger was an April Fools' prank—and all good fun, **accept/except** to a number of fans who simply couldn't **accept/except** that such a delicious-sounding burger wasn't really on the menu. "I'd actually eat this . . . don't play with me," wrote one person on social media.

Name: _____

ACCEPT OR EXCEPT?

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

ACCEPT

Use **ACCEPT** as a verb meaning "to agree to," "to believe," or "to receive."

*Jim **accepted** the award for Student of the Month.*

*I had a hard time **accepting** that Sam had quit the team.*

*Mr. Feldman does not **accept** that ghosts are real.*

EXCEPT

Use **EXCEPT** as a preposition meaning "leaving out or excluding" or as a conjunction meaning "but."

*Jason loves every ice cream flavor **except** vanilla.*

***Except** for Susan, everyone is here.*

*Natalie would have arrived earlier, **except** her bus was late.*

Tip! Remember that the prefix *ex-* means "out." So if you are talking about leaving something out, use *except*.

Directions: Write the correct word—a form of either *accept* or *except*—in each blank below.

- Sarah loves all kinds of music _____ for heavy metal and country.
- "Let's watch a video of the *Stranger Things* cast _____ a Teen Choice Award," said Ty.
- Mr. Flynn was confident that Ethan would _____ the challenge.
- "Everyone is here," said Maria, "_____ for Liz, who had to finish her homework."
- The website would not _____ Katelyn's password.
- The dog was all white _____ for a brown patch around her left eye.
- It was hard for Alex to _____ the fact that Mark was moving.

Directions: Write one sentence using *accept* and one sentence using *except*.

- _____
- _____

Name: _____

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

Vocabulary

"Killer Smog"

- 1. industrialize (in-DUH-stree-uh-lahyz)** *verb*; The noun *industry* can refer to manufacturing activity, usually involving machines and factories. To industrialize an area is to establish industry there—in other words, to set up a large number of businesses and factories in that area. It can take years or even decades to industrialize a place, changing a city, region, or country from one that mostly grows crops and raises farm animals to one that mostly makes products using machines.

Starting in the 1800s, factories became more common in the U.S. as more cities became industrialized.

- 2. mill (mil)** *noun*; As it is used in the article, *mill* refers to a factory with machinery for a specific manufacturing process. Steel mills have machinery to make steel. Paper mills have machinery to make paper. A mill can be made up of one building or multiple buildings. (Today the terms *factory* and *plant* are used more commonly than *mill*.)

- 3. respiratory (REH-spuh-ruh-tohr-ee)** *adjective*; Respiration [reh-spuh-RAY-shuhn] is the act of breathing. *Respiratory* means "related to respiration." Your body's respiratory system is made up of the organs and tissues involved in breathing. Asthma is a respiratory disease; it causes the lungs' airways to swell, making breathing difficult.

- 4. slather (SLA-thur)** *verb*; To slather is to spread or apply thickly. Your mouth might water at the sight of a slice of bread slathered with peanut butter. In the summertime, you should slather your skin with sunscreen so you don't get burned.

- 5. toxin (TOK-suhn)** *noun*; A toxin is a poison produced by a living thing—an animal or a plant. Snake venom, for example, is a toxin. So is the venom found in the tentacles of a jellyfish.

Toxin is also used to refer to any poisonous substance that can cause harm to the human body.

Name: _____

Close-Reading Questions

"Killer Smog"

1. Reread the first three paragraphs. Why might Lauren Tarshis wait until paragraph three to reveal that "this killer cloud was air"? (author's craft)
2. Tarshis writes, "Black air crept under doors and through keyholes, filling up homes and offices and hospitals." What literary device is Tarshis using here? What effect does it have? (figurative language)
3. Why is air pollution like smog dangerous? (key ideas and details)

4. Why did the British government do little to reduce air pollution in London before the Great Smog of 1952? (key ideas and details, inference)

5. In the section “New Laws for Cleaner Air,” Tarshis writes, “The Great Smog of 1952 changed the way people thought about air pollution.” How does she support this statement? (central ideas and details)

Name: _____

Critical-Thinking Questions

"Killer Smog"

1. What are some obstacles to reducing air pollution? How can they be overcome?

2. What can we learn from Jesus Mendoza?

Name: _____

Featured Skill: Key Ideas & Details

Directions: Read “Killer Smog.” Then complete this activity to prepare you to respond to the prompt that appears at the end of the article.

The prompt at the end of the article says:

What positive changes came from the Great Smog of 1952? In what ways can we continue to clean up the air today? Answer these questions in a well-organized essay. Use evidence from the article and sidebars.

PREWRITING: POSITIVE CHANGES

Reread the section “New Laws for Cleaner Air.” Then make a list of positive changes that took place in England and America.

List of Positive Changes

(Note: You do not need to respond in complete sentences.)

ENGLAND

AMERICA

PREWRITING: TAKING ACTION

Read the problem below. Then reread the sidebars “How to Reduce Smog” and “Meet a Clean Air Hero.” Lastly, make a list of ways we can clean up the air today.

PROBLEM:

“Dirty air continues to be a problem in many parts of both countries, due to cars and trucks as well as farming, factories, and power plants.” (p. 8)

SOLUTION:

(Note: You do not need to respond in complete sentences.)

-
-
-
-
-
-
-
-

CHOICE BOARD

"KILLER SMOG"

What positive changes came from the Great Smog of 1952? In what ways can we continue to clean up the air today? Answer these questions in a well-organized essay. Use text evidence from the article and sidebars.

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

What positive changes came from the Great Smog of 1952? Answer this question in a well-organized paragraph. Use text evidence to support your ideas.

Analyze author Lauren Tarshis's use of descriptive writing. How does her language help readers imagine what it was like to live through the Great Smog of 1952?

Research air pollution around the world today. Then create a presentation about why air pollution is a problem and how that problem could be solved.

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 "Killer Smog." (You do not need to respond in complete sentences.)

<p>1. Who is the article mostly about?</p> 	<p>2. What significant event does the article describe?</p>
<p>3. What caused this event?</p> 	<p>4. What were the immediate effects of this event?</p>
<p>5. What happened after the event was over?</p> 	<p>6. Are there any other important details you haven't mentioned? Write them here.</p>

Summary of “Killer Smog”

[illegible]

Name: _____

Summarizing

Directions: Fill in the blanks below to complete an objective summary of "Killer Smog."

<p>Author Lauren Tarshis's narrative nonfiction article "Killer Smog" tells the story of _____, who lived through _____.</p> <p>At the time, smog in London was common and caused by _____. People did not understand that smog was _____.</p> <p>Compared with previous smogs in London, the Great Smog was more extreme because _____.</p> <p>Plus, _____.</p> <p>This smog ultimately _____.</p> <p>After the disaster, _____. But in many parts of the world today, _____.</p>	<p><i>Who is the article about?</i></p> <p><i>What disaster did he experience?</i></p> <p><i>What caused the smog?</i></p> <p><i>Why was smog a problem?</i></p> <p><i>What made the smog worse than others before it?</i></p> <p><i>How many people died as a result of the smog?</i></p> <p><i>What positive changes resulted from the smog?</i></p> <p><i>Where does the problem of smog stand today?</i></p>
--	--

Name: _____

Finding and Using Text Evidence

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

Imagine that you are writing a paragraph explaining why smog is dangerous.

1. **Which is the BEST topic sentence for your paragraph?**
 - A. Smog is dangerous because it fills the air we breathe with toxic substances.
 - B. Smog is dangerous because it is smelly and dirty.
 - C. Each year, about 6.7 million people die from exposure to particulates.

2. **Which information from the article BEST supports the sentence you chose in Question 1?**
 - A. "Much of this pollution came from the burning of coal, which produced an especially sooty and oily smoke." (p. 7)
 - B. "Kids playing outdoors would return home with blackened clothes, their lashes and brows coated with dark slime that could be removed only with strong detergent." (p. 7)
 - C. "Chemicals and particulates in smog can damage the lungs—permanently." (p. 7)

3. **Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?**
 - A. It shows how dirty smog is.
 - B. It explains where smog comes from.
 - C. It explains how the substances in smog can be harmful.

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

STATEMENT:

Before the Great Smog, most people didn't know that smog was harmful.

- A. "This smog was different from others before it, more extreme and longer-lasting." (p. 8)
- B. "Smog from factories and steel mills blanketed American cities like Pittsburgh and Cleveland." (p. 7)
- C. "Even scientists did not immediately make a direct connection between the smog and the many coughing and wheezing people staggering into hospitals." (p. 8)

I chose ____ because _____

5. Choose the paragraph that shows the **BEST** use of text evidence from the article, in the form of a direct quotation and/or paraphrased.

- A. After the Great Smog of 1952 took the lives of 12,000 people, the British government took steps to regulate air pollution (8). In other words, it took a major tragedy for the problem of smog to be recognized and addressed.
- B. Sometimes it takes a disaster to lead to change. As author Lauren Tarshis explains, after the Great Smog of 1952 took the lives of 12,000 people, the British government took steps to regulate air pollution (8). In other words, it took a major tragedy for the problem of smog to be recognized and addressed.
- C. Sometimes it takes a disaster to lead to change. After the Great Smog of 1952 took the lives of 12,000 people, the British government took steps to regulate air pollution. In other words, it took a major tragedy for the problem of smog to be recognized and addressed.

I chose ____ because _____

6. Now it's your turn. Write a paragraph explaining why air pollution is still a serious environmental problem today. 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 "Killer Smog." Then complete this activity to practice finding text evidence.

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

STATEMENT:

Smog is dangerous.

- A. "Kids playing outdoors would return home with blackened clothes, their lashes and brows coated with dark slime that could be removed only with strong detergent." (p. 7)
- B. "By the time the smog finally cleared on the fifth day, more than 4,000 people had died." (p. 8)
- C. "Chemicals and particulates in smog can damage the lungs— permanently." (p. 7)

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

STATEMENT:

Before the Great Smog, most people didn't know that smog was harmful.

- A. "This smog was different from others before it, more extreme and longer-lasting." (p. 8)
- B. "Smog from factories and steel mills blanketed American cities like Pittsburgh and Cleveland." (p. 7)
- C. "Even scientists did not immediately make a direct connection between the smog and the many coughing and wheezing people staggering into hospitals." (p. 8)

I chose ____ because _____

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

STATEMENT:

Air pollution is still a serious problem today.

Line or group of lines that supports the statement:

How does this line or group of lines support the statement?

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 "Killer Smog."

1. Consider the captions titled "America's Toxic Brew" and "Air Pollution Today" and the photos that go with them. What do these text features tell you about air pollution?

2. Consider the caption "America's Toxic Brew" and the photos that go with it. Based on context clues, write your own definition for the adjective *lethal*. Verify your definition using a dictionary.

lethal: _____

3. Read the annotations about Claude Monet and Charles Dickens (in green at the bottom of page 7). What do these text features tell you about the fog in London?

4. Read the sidebar "Meet a Clean Air Hero." In your own words, explain how planting trees reduces air pollution.

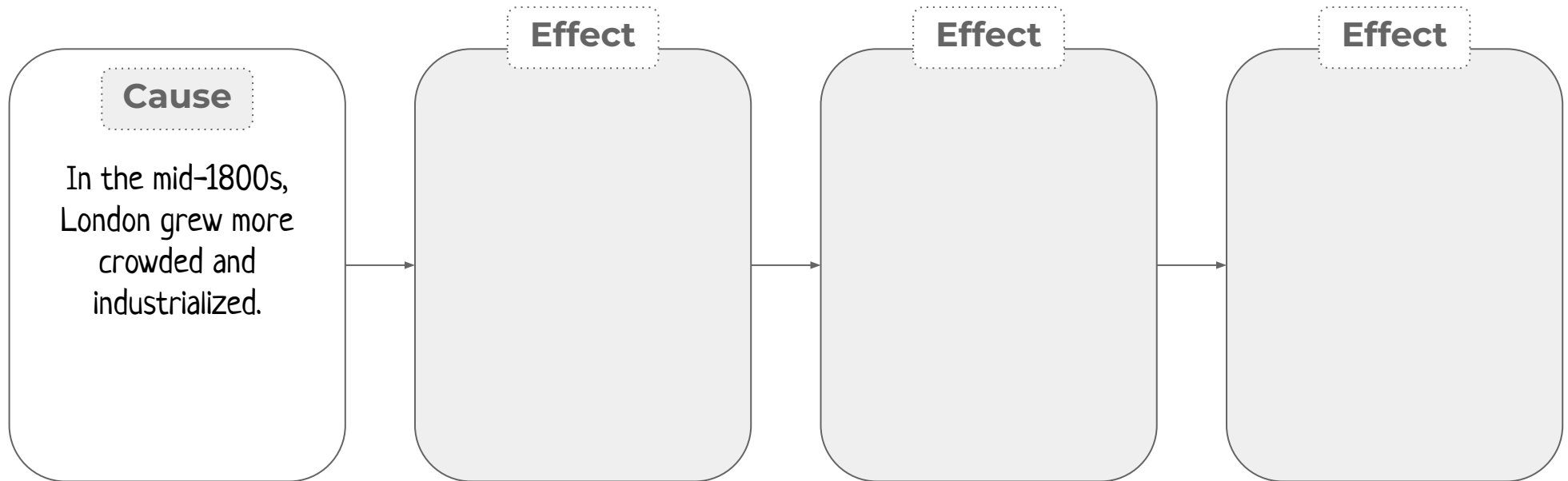
Name: _____

Exploring Text Structure

Directions: Read "Killer Smog." Then use the graphic organizers in this activity to organize information from the article.

CAUSE AND EFFECT

Fill in the cause and effect relationship below.



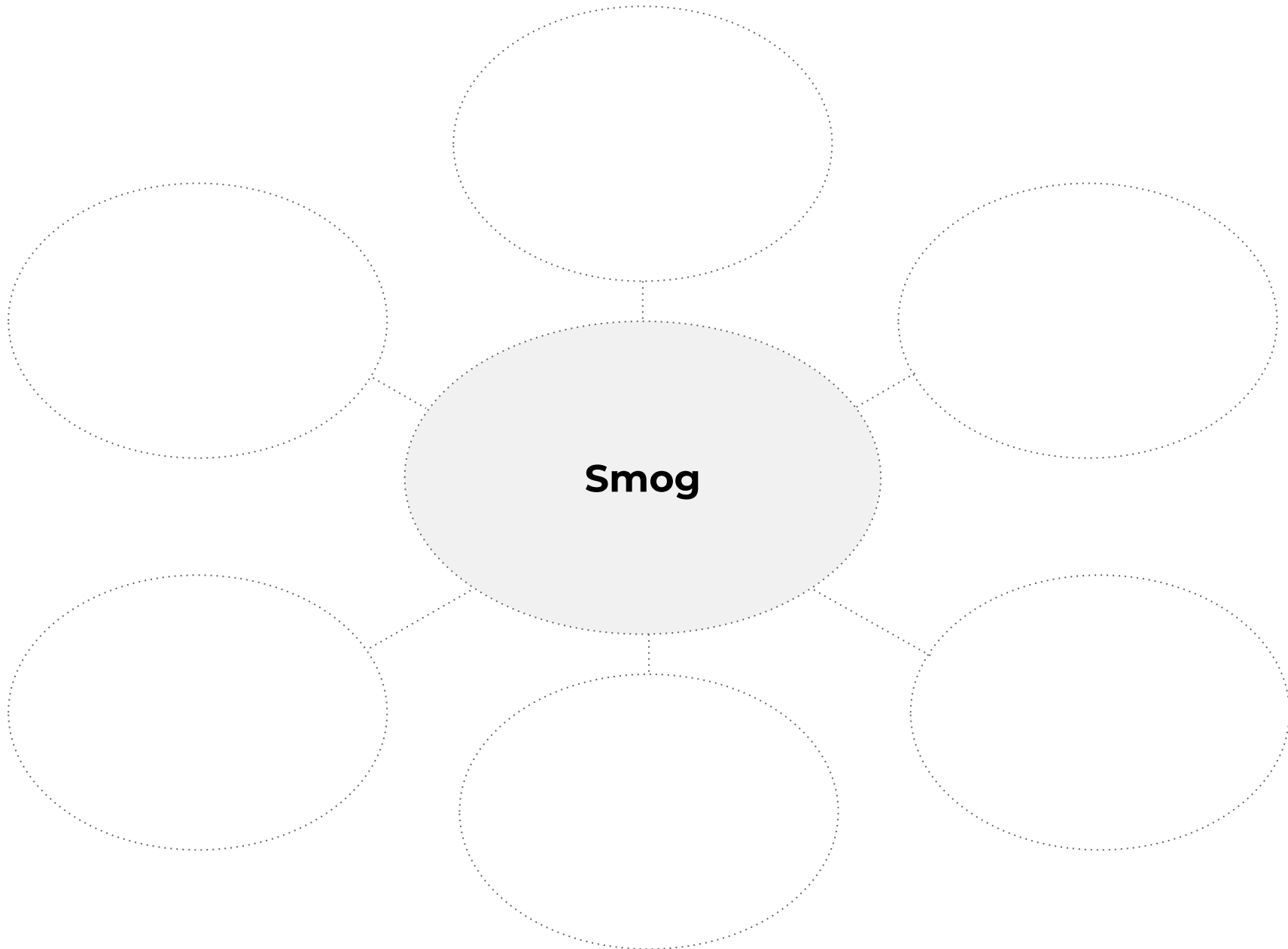
PROBLEM AND SOLUTION

Fill in the problem/solution chart below.

Problem	Solution
<p>The Great Smog of 1952 killed more than 12,000 people.</p>	
	Solution
	Solution

DESCRIPTION

What did you learn about smog?
Fill in the graphic organizer below.



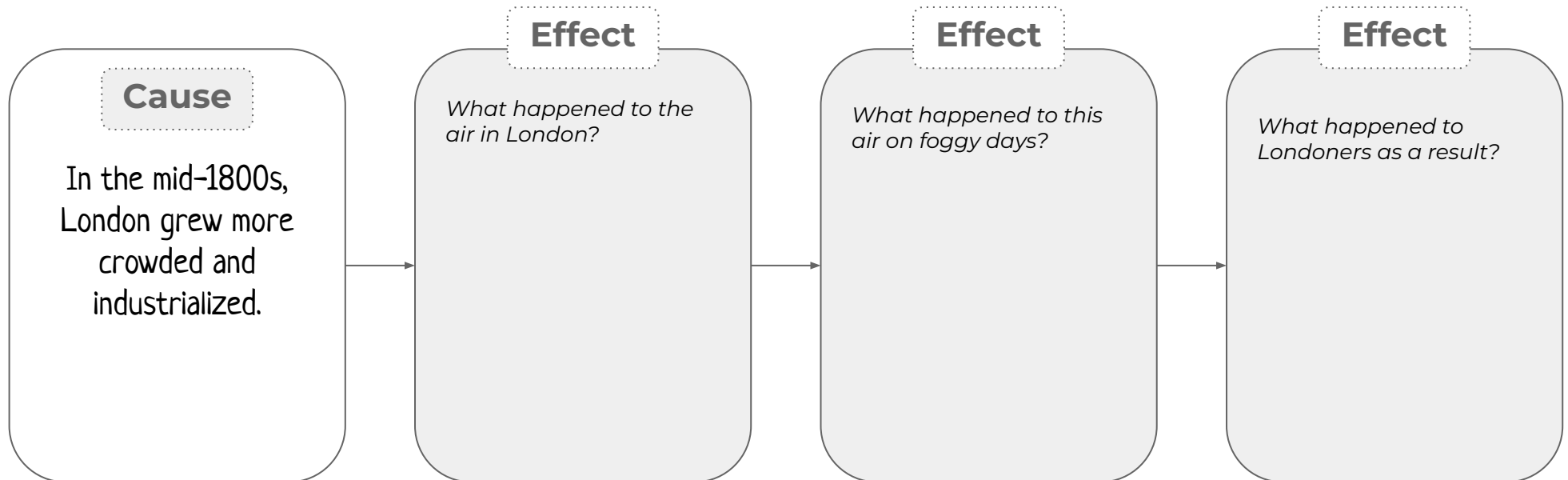
Name: _____

Exploring Text Structure

Directions: Read "Killer Smog." Then use the graphic organizers in this activity to organize information from the article.

CAUSE AND EFFECT

Fill in the cause and effect relationship below.



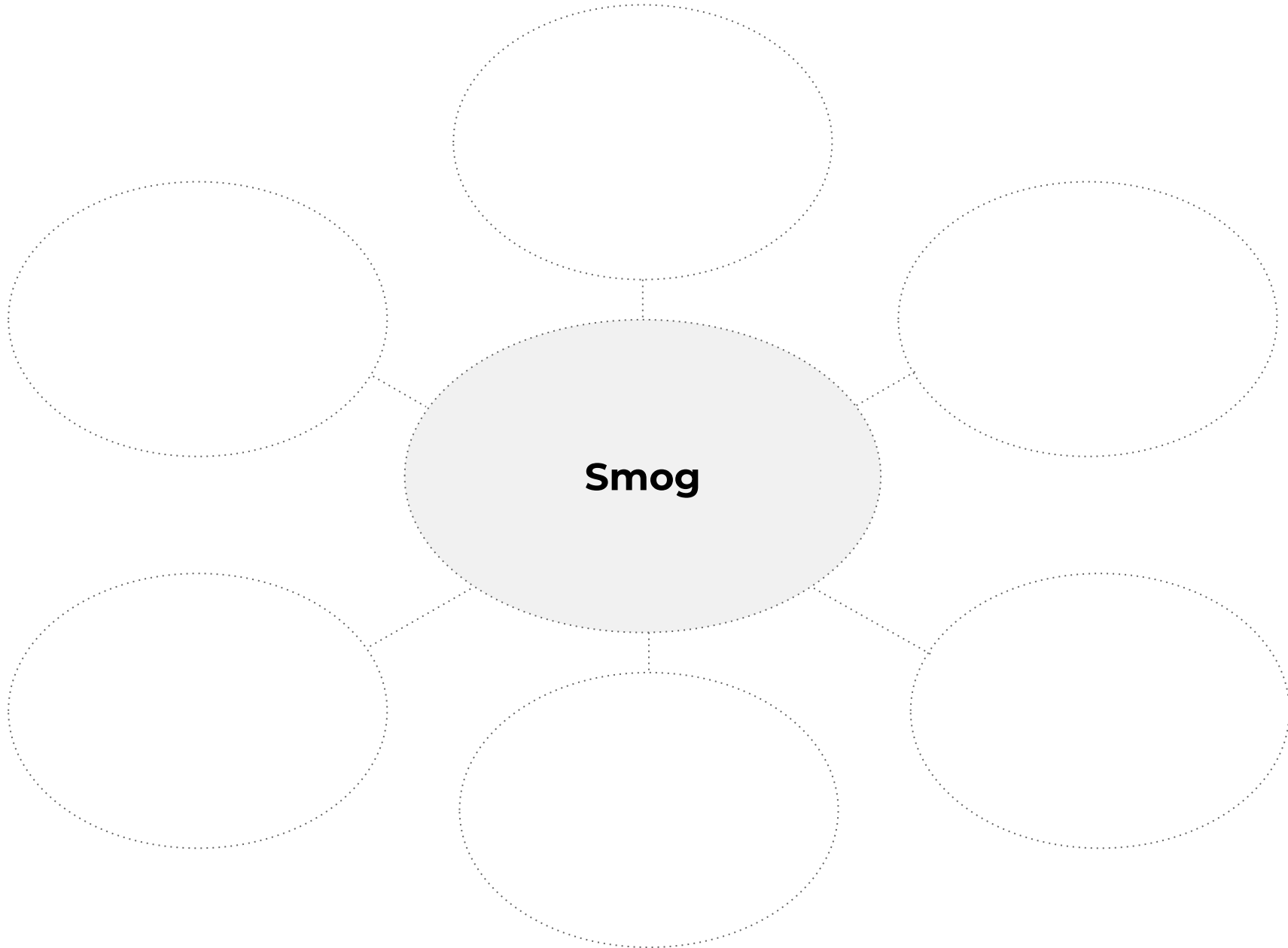
PROBLEM AND SOLUTION

Fill in the problem/solution chart below.

Problem	Solution
The Great Smog of 1952 killed more than 12,000 people.	

DESCRIPTION

What did you learn about smog?
Fill in the graphic organizer below.



Name: _____

“Killer Smog” Quiz

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

1. **Which statement best expresses a central idea of “Killer Smog”?**
 - A. London is known for its fog.
 - B. After the Great Smog of 1952, the problem of air pollution was solved.
 - C. The Great Smog of 1952 was a devastating environmental disaster.
 - D. Smog forms when pollutants stick to drops of water in fog.
2. **Which of the following lines helps develop the central idea you chose in Question 1?**
 - A. “In England and the United States, there have been no killer smogs since 1962.”
 - B. “London was not the only city where air pollution was a problem.”
 - C. “Smog, it seemed, was just a fact of modern urban life.”
 - D. “By the time the smog finally cleared on the fifth day, more than 4,000 people had died.”
3. **The author writes that the fog in London “wrapped itself around the city on chilly days.” The author is using _____ to _____.**
 - A. imagery; show that the city was completely enveloped by fog
 - B. hyperbole; exaggerate how the fog looked
 - C. metaphor; show that the city was completely enveloped by fog
 - D. simile; describe what the fog looked like
4. **A statistic about the number of factories that opened in America in the 1900s would best fit into which section of the article?**
 - A. “Pea Soup Smog”
 - B. “A True Disaster”
 - C. “Plunged Into Darkness”
 - D. “A Fact of Life?”
5. **The section “New Laws for Cleaner Air” _____. Choose TWO.**
 - A. explains where the problem of air pollution stands today
 - B. provides suggestions for how we can keep our air cleaner today
 - C. supports the idea that positive changes resulted from the Great Smog of 1952
 - D. refutes the idea that positive changes resulted from the Great Smog of 1952
6. **Which statement is supported by information in both the article “Killer Smog” and the sidebar “Meet a Clean Air Hero”?**
 - A. Smog is dangerous.
 - B. The Great Smog of 1952 changed the way we think about our air.
 - C. Air pollution is still a problem.
 - D. Air-conditioning contributes to air pollution.

Name: _____

Constructed-Response Questions

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

7. At the end of “Killer Smog,” Lauren Tarshis writes that throughout his life, Brian understood that being able to breathe fresh air is “a gift.” What does Tarshis mean by this? Why might she have chosen to end the article this way?
8. According to the article, how has smog affected the lives of people throughout history? How is it affecting people today? Support your answer with text evidence.

Name: _____

“Killer Smog” Quiz

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

1. **Which statement best expresses a central idea of the section “A True Disaster”?**
 - A. Brian Bone got sick because of the smog.
 - B. The Great Smog lasted for five days.
 - C. Smog is dangerous.
 - D. Smog contains chemicals.
2. **Which of the following lines helps develop the central idea you chose in Question 1?**
 - A. “This smog was different from others before it, more extreme and longer-lasting.”
 - B. “There was no wind—nothing to clear away the smog.”
 - C. “Frigid weather meant that people were burning more coal than usual to stay warm.”
 - D. “Emergency rooms routinely filled with patients showing signs of smog-related respiratory problems, such as asthma and pneumonia.”
3. **The author writes that the fog in London “wrapped itself around the city on chilly days.” The author is using imagery to _____.**
 - A. show that there was a lot of fog in London on cold days
 - B. explain that many Londoners found the fog to be comforting
 - C. describe what the fog smelled like
 - D. exaggerate the fog’s appearance
4. **A statistic about the number of factories that opened in America in the 1900s would best fit into which section of the article?**
 - A. “Pea Soup Smog”
 - B. “A True Disaster”
 - C. “Plunged Into Darkness”
 - D. “A Fact of Life?”
5. **The section “New Laws for Cleaner Air” _____. Choose TWO.**
 - A. explains where the problem of air pollution stands today
 - B. provides suggestions for how we can keep our air cleaner today
 - C. supports the idea that positive changes resulted from the Great Smog of 1952
 - D. refutes the idea that positive changes resulted from the Great Smog of 1952
6. **Which statement is supported by information in the sidebar “Meet a Clean Air Hero”?**
 - A. Smog is dangerous.
 - B. Air pollution is still a problem in London.
 - C. There are ways to reduce air pollution.
 - D. Tucson has very clean air.

Constructed-Response Questions

7. At the end of “Killer Smog,” Lauren Tarshis writes that throughout his life, Brian understood that being able to breathe fresh air is “a gift.” What does Tarshis mean by this?

8. According to the article, how is smog affecting people today? Support your answer with text evidence.

Name: _____

Video Discussion Questions

Behind the Scenes: “Killer Smog”

1. Lauren Tarshis says she wanted to create a mood of “quiet terror” in the beginning of her article (1:50). Do the lines that appear on the screen at 1:54 successfully create this mood? Explain.
2. A list of sensory words that Tarshis uses to describe the Great Smog appears on-screen at 2:34. Come up with a list of sensory words and phrases that you might use to describe a beach scene on a beautiful summer day.
3. In the video, Tarshis explains that good writers don’t just tell you something, they show you (3:09–4:09). Explain what she means. What is the difference between “telling” and “showing”?

Name: _____

Directions: After reading “Killer Smog,” fill in the chart below with examples of vivid language from the article that create mood, appeals to the five senses, or creates a strong mental image. Then explain how the lines affect the reader.

Example of vivid language	What is the effect?

Killer Smog 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 April 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:

What positive changes came from the Great Smog of 1952? In what ways can we continue to clean up the air today? Answer these questions in a well-organized essay. Use text evidence from the article and sidebars. Entries must be submitted to **Killer Smog Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Turtles of the Midnight Moon* by María José Fitzgerald.

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 May 20, 2024.

Name: _____

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

Vocabulary

"The Rise of AI"

- 1. algorithm (AL-guh-rih-thuhm)** *noun*; An algorithm is a set of instructions or commands for a computer to follow in order to complete a task. For example, an algorithm can tell a social media platform what types of advertisements to show to you based on what you've clicked on in the past.
- 2. marvel (MAHR-vuhl)** *verb or noun*; To marvel is to feel a sense of wonder, awe, or amazement. You might look up at a starry night sky and marvel at its beauty. You might marvel at an NBA player who soars through the air and dunks the ball.

As a noun, *marvel* means "one that causes wonder or astonishment." You could say "the night sky is a marvel" or "the basketball player is a marvel."
- 3. misinformation (mis-in-fuhr-MAY-shuhn)** *noun*; The prefix *mis-* means "wrong or bad." Misinformation is information that is wrong, incorrect, or misleading.

Misinformation is false information that is spread accidentally or without meaning to cause harm. A photo that someone accidentally put the wrong date or caption on is an example of misinformation.
- 4. potential (puh-TEN-shuhl)** *adjective or noun*; As an adjective, *potential* means "possible" or "capable of becoming real." A brand might try to connect with potential customers—people who are not customers now but could become customers.

As a noun, *potential* can mean "an ability that can lead to success or excellence." If you have potential as a saxophone player, you have skills and talent that can carry you to greatness.

Potential can also mean "the chance or possibility that something will develop and become real." Icy sidewalks increase the potential for slipping.

5. **skeptical (SKEP-tih-kuhl)** *adjective*; To be skeptical is to be suspicious or doubtful. If your friend tells you that an alien spaceship landed on your school's football field, you might be skeptical. If your friend promises to be on time for your pizza date—but your friend is NEVER on time—you might be skeptical that she'll be able to keep her promise.

Name: _____

Vocabulary Practice

"The Rise of AI"

Directions: Circle the best answer to each question below.

- | | |
|--|--|
| <p>1. At which of the following would a person be LEAST likely to marvel?</p> <ul style="list-style-type: none">a. a slice of breadb. the tallest, fastest roller coaster on Earthc. a doctor who cured a disease | <p>3. Who is MOST likely to write an algorithm as part of their job?</p> <ul style="list-style-type: none">a. someone who grooms petsb. someone who designs running shoesc. someone who works for a social media company |
| <p>2. If Corinne is skeptical that the New England Patriots will win the Super Bowl, she</p> <ul style="list-style-type: none">a. has no idea if the Patriots will win.b. thinks the Patriots will likely win.c. does not think it's likely that the Patriots will win. | <p>4. If Mari says Bradley has the potential to be an Olympic gymnast, she means that Bradley</p> <ul style="list-style-type: none">a. has the talent to compete as a gymnast in the Olympics.b. dreams of becoming a gymnast.c. is very fortunate to be in the Olympics. |

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

5. Jasper is **skeptical** that
6. It turns out that the article was full of **misinformation**. The article
7. The new taco truck has the **potential** to
8. I couldn't help but **marvel** at

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in “The Rise of AI” develop their arguments. We filled in two boxes for you.

	Mikayla Simmons	Dave Ram
line(s) that expresses the central claim	“Artificial intelligence is not something to be feared. It’s a brilliant technology that can make our world—and our daily lives—better.”	
lines that express the writer’s reasons		
two pieces of evidence that support the writer’s reasons	<div>1.</div> <div>2.</div>	<div>1.</div> <div>2.</div>

Name: _____

	Mikayla Simmons	Dave Ram
line(s) that expresses the counterclaim(s)		“Sure, it’s incredible that it takes ChatGPT mere seconds to write an email or help create a resume for that summer job you want.”
line(s) that contains the rebuttal to the counterclaim(s)		

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in “The Rise of AI” develop their arguments. We filled one box for you.

	Mikayla Simmons	Dave Ram
line(s) that expresses the central claim	“Artificial intelligence is not something to be feared. It’s a brilliant technology that can make our world—and our daily lives—better.”	
lines that express the writer’s reasons		
two pieces of evidence that support the writer’s reasons	<div>1.</div> <div>2.</div>	<div>1.</div> <div>2.</div>

Name: _____

Write an Argument Essay

Directions: Read "The Rise of AI." Complete the scavenger hunt at the end of the article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Will AI do more harm than good?

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

Here's an example: If you think AI will do more harm than good, one of your supporting details might be that content generated by tools like ChatGPT may reflect or repeat offensive online content.

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think AI WILL do more harm than good, summarize the strongest arguments in favor of AI that Mikayla Simmons presents in her essay. If you think AI WILL NOT do more harm than good, summarize the strongest arguments against AI that Dave Ram presents in his essay.

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): Describe an interaction you've had with AI in your daily life. Was the interaction positive or negative?

2. A surprising fact: Find a fact that will raise your readers' eyebrows. Several surprising facts are included in the article. You can also do some research to find one that is not included in the article.

3. A rhetorical question (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Imagine a loved one has a mysterious health issue. Doctors are stumped. Now imagine AI quickly detecting or diagnosing their disease, possibly saving their life. Wouldn't that be _____?"

4. A quote: Find a thought-provoking quote that relates to the topic of your essay.

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

STEP 6: SUMMARIZE THE ISSUE

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

Artificial intelligence has become more present in many facets of our lives. Some people believe AI will make our world better. 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 AI will do more harm than good. (See Scope's handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

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

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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

Name: _____

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

Vocabulary

The Strange Case of the Musgrave Ritual

1. **bewilderment (bih-WIL-duhr-muhnt)** *noun*; Bewilderment is the feeling of being lost, perplexed, or confused, as in “The audience watched the magic show in bewilderment. They could not begin to guess the secrets behind the magician’s tricks.”
2. **deduction (dih-DUHK-shuhn)** *noun*; To deduce is to figure something out by using reason or logic—in other words, to reach a conclusion based on what you already know.

As it is used in the play, *deduction* describes the act of drawing conclusions using reasoning or logic. *Deduction* can also refer to a conclusion reached through deduction. If you left a bowl of popcorn on the couch and it’s now on the floor, empty, and your dog is licking his lips, you might make the deduction that your dog ate your popcorn.
3. **disheveled (dih-SHEV-uhld)** *adjective*; *Disheveled* means “messy, untidy, or disorderly,” as in “Because Clara’s alarm didn’t go off, she had to rush to get ready. She arrived at school late and disheveled.”
4. **forensic (fuh-REN-sik)** *adjective*; As it is used in the interview, *forensic* describes a type of science that blends biology, chemistry, and physics to look at evidence, solve crimes, and settle legal issues. A forensic scientist might look for fingerprints at the scene of a crime.
5. **helm (helm)** *noun*; As it is used in the play, *helm* refers to a helmet or other protective headpiece made of armor, as was worn in medieval times.

- 6. inherit (in-HEHR-uht)** *verb*; To inherit is to receive something (property, money, a business, etc.) from a person when that person dies, as in “When Eric’s grandma passed away, Eric’s mother inherited her pin collection.”

Inherit can also mean “to receive from a parent or ancestor by genetic transmission,” as in “I inherited my grandfather’s blue eyes.”

- 7. inquiry (in-KWEYE-uhr-ee)** *noun*; An inquiry is a question you ask to get more information, as in “My grandpa called me with an inquiry about his new iPad.” *Inquiry* can also refer to an investigation, as in “The police made an inquiry into the suspect’s location on the night the crime occurred.”

Name: _____

Vocabulary Practice

The Strange Case of the Musgrave Ritual

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

bewilderment

deduction

disheveled

forensic

helm

inherit

inquiry

1. Mariah's hair was a bit _____ after track practice, so she put it in a ponytail.
2. My mom, who is a _____ scientist, checked the cookie jar for fingerprints. She wanted to see which of my siblings was guilty!
3. I tried to smile and nod politely when Great-Uncle Tommy told me I would _____ his beloved pet rat.
4. Edward decided to make a(n) _____ into why the pizza shop had stopped selling his favorite type of pizza: pineapple and bacon.
5. When I was little, I would dress up as a medieval knight, using tinfoil to make a(n) _____.
6. When Tyler got home, he made a _____ that his mom was baking brownies. There was a strong smell of chocolate in the air, and he heard the ding of the kitchen timer.
7. Lena stared at her parents in _____ as they told her about their plan to move to the North Pole.

Name: _____

Close-Reading Questions

The Strange Case of the Musgrave Ritual

1. What is the purpose of Scene 1? (text structure)
2. In Scene 2, Holmes correctly identifies Sara based solely on her appearance: "Your clothes are expensive and perfectly tailored. Your shoes are splashed with wet mud. It rained in the countryside but not in London, which tells me you traveled to London this morning. The necklace you're wearing is old and valuable, and the pendant is the letter 'M.' The Musgraves are the nearest wealthy family with a country estate." What can we infer about Holmes based on this passage? (inference)
3. What is the purpose of the flashbacks in Scene 3? (author's craft)

4. In Scene 3, Sara describes Robert as “old-fashioned but loyal” and Vera as “smart and reliable.” Based on the play’s ending, how would you describe Robert and Vera? (character)

5. In Scene 4, Holmes says to Sara, “Robert asked you the same question.” How does Holmes reach this conclusion? (inference)

6. Based on the last line of Scene 7, what can we infer happened to Vera? (inference)

Critical-Thinking Questions

The Strange Case of the Musgrave Ritual and
“Meet a Real Crime Scientist”

1. What skills does Holmes use to solve the case?
2. Imagine Sir Arthur Conan Doyle was alive today and still writing Sherlock Holmes stories. How might Doyle incorporate modern-day forensic science into the stories?

Name: _____

Featured Skill: Character

Directions: Read *The Strange Case of the Musgrave Ritual*. 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:

Imagine you are one of the characters involved in the case of the Musgrave Ritual. Write a diary entry as that character, describing the events of the story and your thoughts and feelings.

SELECTING A CHARACTER

First, you'll need to select a character! Circle the character you choose.

**Sherlock
Holmes**

Sara Musgrave

Vera Howells

**Inspector Laura
Lestrade**

Robert Brunton

Guiding Questions

1. Select an event in the play that your character would have strong thoughts or feelings about. Briefly describe the event from the character's point of view. Be sure to have the character mention their feelings.
2. What other events from the play might your character include in their diary entry?
3. How would your character feel about what happens at the end of the play? From their perspective, did everything work out for the best? How might they feel about the fact that what happened to Vera remains a mystery?

Reminder: Be sure to write the diary entry from your character's point of view!

The diary entry should include:

- ❑ The date
- ❑ An introductory phrase like “Dear Diary”
- ❑ A summary of the events of the play
- ❑ The character’s thoughts and feelings about the events they describe
- ❑ Optionally: Something about your character that isn’t mentioned in the play—anything from their pet’s name to their favorite brand of shoes!

Diary Entry

[illegible]

Continue on another page if necessary.

CHOICE BOARD

THE STRANGE CASE OF THE MUSGRAVE RITUAL

Imagine you are one of the characters involved in the case of the Musgrave Ritual. Write a diary entry as that character, describing the events of the story and your thoughts and feelings.

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

Write a sequel to the play in which Sherlock Holmes and Vera cross paths. Your sequel can be in the form of a play or a graphic novel.

Imagine you are Sherlock Holmes and you must create a report detailing the Musgrave case for the police. In your report, be sure to include a map of the Musgrave estate along with an annotated version of the secret poem that helps the police understand its meaning.

Choose another Sherlock Holmes play from Scope Online. Then make an episode of Dr. Jenny Watson's podcast, *Clued In*, about the case.

Name: _____

Play Quiz

Directions: Read *The Strange Case of the Musgrave Ritual* and “Meet a Real Crime Scientist” from the April issue of *Scope*. Then answer the questions below.

1. Scene 1 reveals that Sherlock Holmes is _____.

- A. foolish and careless
- B. brave and determined
- C. difficult and unfriendly
- D. observant and clever

2. Which lines support your answer to Question 1? Choose TWO.

- A. **Sherlock Holmes:** Hello, Watson. I hope you enjoyed your cereal after your 5-mile run.
- B. **Holmes:** Your “Baker Street Running Club” T-shirt, which you always wear on long runs, has cornflakes stuck to it.
- C. **GetAClue:** You’re not as clever as you think.
- D. **Holmes:** At last, a tolerable inquiry. In fact, I can think of one case, about the matter of the Musgrave Ritual.

3. In Scene 2, SD1 says, “Sara’s mouth drops open in astonishment.” Based on context clues, *astonishment* means _____.

- A. a state of extreme fear
- B. a sense of confusion
- C. a feeling of amazement and surprise
- D. a sense of jealousy

4. Consider these lines from Scene 4:

Holmes: How tall was it?

SD2: A look of surprise crosses Sara’s face. Holmes sees it.

Sara: Sixty-four feet. It’s so strange—

Holmes: Robert asked you the same question.

These lines _____ . Choose TWO.

- A. show that Holmes is onto Robert
- B. explain how Vera was involved
- C. show that Sara doesn’t trust Holmes
- D. reveal that Robert figured out that the poem was a map

5. At the end of the play, Treasure4Me says, “I wouldn’t worry about Vera. I’m sure she’s doing just fine.” Which is an inference readers can make based on this line?

- A. Many people do not believe Vera committed a crime.
- B. Treasure4Me is Vera.
- C. Vera is a good person.
- D. Vera is innocent.

6. The main purpose of the play is to _____, whereas the main purpose of the article is to _____.

- A. explain how to solve crimes; explain what forensic science is
- B. entertain audiences with a fascinating mystery; explain the job of a forensic scientist
- C. educate audiences about King Charles I; show readers that solving a crime is not easy
- D. explain who Sherlock Holmes is; explain what DNA is

Constructed-Response Questions

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

- 7.** In Scene 1, Holmes says of the Musgrave case that “there is one question about the case that remains unanswered.” What is the question that remains unanswered? Based on the play, what might the answer to this question be?
- 8.** In Scene 1, Dr. Jenny Watson says of Holmes, “He’s solved dozens of crimes that puzzled the police—using only his astonishing powers of deduction.” How does Holmes demonstrate his “astonishing powers of deduction” in the play?

Name: _____

Play Quiz

Directions: Read *The Strange Case of the Musgrave Ritual* and “Meet a Real Crime Scientist” from the April issue of *Scope*. Then answer the questions below.

1. Scene 1 reveals that Sherlock Holmes is _____.

- A. foolish
- B. brave
- C. difficult
- D. clever

2. Which lines support your answer to Question 1? Choose TWO.

- A. **Sherlock Holmes:** Hello, Watson. I hope you enjoyed your cereal after your 5-mile run.
- B. **Holmes:** Your “Baker Street Running Club” T-shirt, which you always wear on long runs, has cornflakes stuck to it.
- C. **GetAClue:** You’re not as clever as you think.
- D. **Holmes:** At last, a tolerable inquiry. In fact, I can think of one case, about the matter of the Musgrave Ritual.

3. In Scene 2, SD1 says, “Sara’s mouth drops open in astonishment.” From this line, you can tell that Sara is _____.

- A. fearful
- B. jealous
- C. shocked
- D. angry

4. Consider these lines from Scene 4:

Holmes: How tall was it?

SD2: A look of surprise crosses Sara’s face. Holmes sees it.

Sara: Sixty-four feet. It’s so strange—

Holmes: Robert asked you the same question.

These lines _____. Choose TWO.

- A. show that Holmes is onto Robert
- B. explain how Vera was involved
- C. show that Sara doesn’t trust Holmes
- D. reveal that Robert figured out that the poem was a map

5. At the end of the play, Treasure4Me says, “I wouldn’t worry about Vera. I’m sure she’s doing just fine.” The purpose of this line is to suggest that _____.

- A. Vera did not fall into the lake
- B. Treasure4Me is Vera
- C. Vera is a good person
- D. Vera is innocent

6. The main purpose of “Meet a Real Crime Scientist” is to explain _____.

- A. how Craig O’Connor became interested in forensic science
- B. what a forensic scientist does
- C. the difference between forensic science on TV and forensic science in real life
- D. what DNA is

Holmes 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 April 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:

Imagine you are one of the characters involved in the case of the Musgrave Ritual. Write a diary entry as that character, describing the events of the story and your thoughts and feelings. Entries must be submitted to **Holmes Contest** by a teacher, parent, or legal guardian.

Three winners will each get *The Plot to Kill a Queen* by Deborah Hopkinson.

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

Entries will be judged on:

- ✓ use of key ideas and details
- ✓ understanding of character
 - ✓ creativity
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY May 20, 2024.

Scope It Out!

Podcast Transcript

Kristin Lewis: Welcome to the Scope It Out podcast! I'm your host Kristin Lewis. And you better buckle up, because this is a special episode. It's the . . .

Sherlock Holmes Mystery Challenge!

Here's how it works. First you'll listen to a story. Then you'll be the detective and solve the mystery.

Be sure to pay attention to details, because this story is **PACKED** with clues—right from the very first sentence.

Are you ready? Here we go.

As they did every Saturday, Owen and his friend Annie were visiting their favorite flea market.

"Kids!" boomed a familiar voice.

"Mrs. Boado!" Owen and Annie called back, spotting their teacher at a table covered with old plates.

"These are my students," Mrs. Boado said proudly to the two women behind the table. The women were dressed in loud, bright clothing. Owen and Annie had never seen them there before.

"My sister and I inherited this collection of plates from our great-grandfather," gushed one of the ladies.

"Yes," added her sister, who had red hair. "It's more than 400 years old."

Owen eyed the plates on the table. He recognized Benjamin Franklin and First Lady Dolly Madison. He also recognized Abraham Lincoln. Mrs. Boado was staring at the Abe Lincoln plate with longing.

Another stack of plates sat on the ground behind the table. On top was a plate featuring Martin Luther King Jr.

“We’ve met with several experts over the past few months,” said one of the sisters. “One said this collection should be in a museum.”

“We’ve been here for the past month selling them and they’re going fast!” added her sister. “We’ve already sold half the collection.”

Just then, a man came by selling sandwiches.

“Oh, I’ll take a peanut butter sandwich,” said one of the women. She handed her sister half of it. “Hungry?”

“Oh, no,” said her sister. “I’m allergic to peanuts.”

“So is Owen,” Annie said, pushing Owen away from the sandwich.

“How much is this?” Mrs. Boado asked, holding up the Abraham Lincoln plate.

“It’s worth at least \$1,000,” said the redhead. “But we can sell it to you for \$50.”

Mrs. Boado reached into her purse.

“Wait!” Owen said. “I’m sorry, Mrs. B, but I’m afraid these plates are a bunch of junk, just like the lies these ladies have been telling us.”

How did Owen arrive at this conclusion? How did he figure out that the plates were fakes and the women were dishonest?

Press pause and think about the story you heard. Remember as many details as you can. You might also want to play the story again and jot down key details. Can you find at least three clues that reveal the truth?

Alright you've pressed play so you must be ready for the answer. Are you sure? Did you crack the case? OK.

Time for the BIG REVEAL.

The first clue has to do with the dates. The sisters claim their plates are more than 400 years old. But Benjamin Franklin, First Lady Dolly Madison, Abraham Lincoln, and Martin Luther King Jr. all lived much more recently than 400 years ago. So how could their faces have ended up on these plates? Unless the artist had a time machine, it wouldn't be possible.

The second clue? The women claim to have been selling the plates at the flea market for the past month, but Owen and Annie—who go to the market every week—have never seen the women before. Surely Owen and Annie would have noticed the women—especially if they always wear bright clothing like they are wearing now.

Here is the third clue: The women claim to be sisters. But one of them is allergic to peanuts—and her sister doesn't know it. Surely you would know that information about your own sister and you wouldn't offer her a peanut butter sandwich!

And here is the final clue: The sisters are putting pressure on Mrs. Boado to buy the plates, saying they are selling fast and lots of people have already purchased them. They claim that the Abe Lincoln plate is worth more than \$1,000 but are selling it for 50 bucks. Why would you cut the price so much? It's very suspicious and suggests these ladies are scammers!

So how did you do? Now I have another challenge. Write your own mystery story with at least three clues to help your readers crack the case. Have your friends or members of your family try to solve it.

Good luck!



Podcast

Script by Kristin Lewis

Mystery story by Lauren Tarshis

Produced by Dryspell Productions

All music and sound effects by Pond5

Name: _____

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

Vocabulary

"When Dragons Swallowed the Sun"

- 1. eerie (IHR-ee)** *adjective*; Something eerie is so mysterious or strange that it's a bit scary or creepy. A dense forest filled with shadows and fog could be described as eerie.
- 2. filter (FIL-tuhr)** *noun or verb*; You might know that a filter is a photo-editing tool—an effect that can be applied to an image on social media. As a noun, *filter* can also refer to a device that removes unwanted materials from a substance that is passing through it. You might use a filter to remove bacteria from drinking water.

As a verb, *filter* means "to remove something by using a filter." Some people have air purifiers in their homes that filter dust, pollen, and mold out of the air. Firefighters wear protective masks that filter smoke from the air.
- 3. nocturnal (nahk-TUHR-nuhl)** *adjective*; *Nocturnal* means "having to do with the night." Bats are nocturnal animals: They are active at night and asleep during the day. Stargazing is a nocturnal activity because you can see stars only when it's dark.
- 4. solar (SOH-luhr)** *adjective*; *Solar* means "relating to the sun." Solar panels, for example, use the sun's rays to generate electricity. Solar winter is the time of year when we get the least amount of sunlight.

Name: _____

Vocabulary Practice

"When Dragons Swallowed the Sun"

Directions: Using a word from the word bank, fill in the blanks to finish the conversation.

eerie


filter

nocturnal




solar

1.

I'm liking working the night shift. It's peaceful.

You're basically _____ now. You're gonna turn into an owl. 

2.

The _____ on my air conditioner is full of so much gunk.   

Ew! At least you're not BREATHING that stuff.


3.

Want to go to the Museum of Natural History with Aiden and me on Sat @ 1?

I'm in. I want to see their new space show about the birth of our _____ system.

4.

How _____ is the moon right now?!?! It's GIANT.

So creepy ... like werewolves are gonna jump out at me. 

Name: _____

The Short Write Kit

Directions: Read "When Dragons Swallowed the Sun." 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:

How has our understanding of solar eclipses changed over time?
Answer this question in a well-organized paragraph.
Use text evidence.



Your claim:

While we once viewed solar eclipses as supernatural or mystical events, today we

We got you started with a sentence stem.

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.

Here's one way to do it: As authors Elizabeth Carney and Jess McKenna-Ratjen explain in their article "When Dragons Swallowed the Sun," people in ancient times _____.
(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: But today, as the authors explain, _____.
(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 "When Dragons Swallowed the Sun."

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>
"Blocking the Sun's Light"		
"Angry Gods"		

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>
"Reason to Celebrate"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the authors want 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 "When Dragons Swallowed the Sun." 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>
"Blocking the Sun's Light"	<div>The darkness on the morning in 2134 B.C. was caused by a solar eclipse.</div> <div> <div>Add two more supporting details.</div> </div>	<div>- Earth orbits the sun and the moon orbits Earth.</div> <div>-</div> <div>-</div>
"Angry Gods"		

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>
"Reason to Celebrate"		

Now think about the central ideas and supporting details you wrote in the chart. What do they suggest the authors want 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: _____

“When Dragons Swallowed the Sun” Quiz

Directions: Read “When Dragons Swallowed the Sun” from the April issue of *Scope*. Then answer the questions below.

1. In the introduction the authors write, “There are no computers, cars, or electric lights—those things won’t be invented for thousands of years. There are no books or schools either.” Which idea that comes later in the article do these details support?
 - A. “Looking at the sun during an eclipse can harm your eyes.”
 - B. “A total solar eclipse is what was happening that day in ancient China.”
 - C. “Back then, people didn’t possess the scientific knowledge to understand why the sun had disappeared.”
 - D. “It will be visible in an area extending from Texas to Maine and could last up to four minutes.”
2. What is the central idea of the section “Blocking the Sun’s Light”?
 - A. Earth orbits the sun at a shockingly high speed.
 - B. The darkness in 2134 B.C. was not caused by a dragon, but by a solar eclipse.
 - C. The moon orbits Earth.
 - D. Eclipses can affect animal behavior.
3. Which of the following best explains the cause of a solar eclipse?
 - A. Earth passes between the sun and the moon.
 - B. The moon passes between Earth and the sun.
 - C. The sun passes between Earth and the moon.
 - D. Earth casts a shadow on the moon.
4. Which words can be associated with people’s feelings about solar eclipses today? Choose TWO.
 - A. threatened, panicked
 - B. curious, fascinated
 - C. indifferent, unconcerned
 - D. enthusiastic, full of anticipation
5. When speaking of the eclipse that will occur on April 8, 2024, the authors write, “It will be 20 years before another total solar eclipse is visible from the U.S.” This line supports the idea that solar eclipses _____.
 - A. are rare experiences
 - B. are dangerous to observe
 - C. are better understood today than they once were
 - D. capture the attention of people young and old
6. The main purpose of the article is to _____.
 - A. compare and contrast the beliefs of various ancient civilizations
 - B. illustrate the path the moon follows as it revolves around Earth
 - C. describe the challenges that can arise when studying the sun’s corona
 - D. describe how human understanding of solar eclipses has changed over time

Name: _____

Constructed-Response Question

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

7. Based on the information in the article, when a solar eclipse occurs, can everyone on Earth see it? Support your answer using text evidence.

Name: _____

“When Dragons Swallowed the Sun” Quiz

Directions: Read “When Dragons Swallowed the Sun” from the April issue of *Scope*. Then answer the questions below.

1. Based on the story the authors include in the introduction, which pair of words could be used to describe how people in ancient China felt about solar eclipses?
 - A. inspired and excited
 - B. content and thankful
 - C. alarmed and afraid
 - D. bored and uninterested
2. The section “Blocking the Sun’s Light” is mainly about _____.
 - A. the sun’s outer layer
 - B. what causes a solar eclipse
 - C. the moon’s orbit
 - D. how solar eclipses affect animals
3. The authors explain that solar eclipses happen when Earth, the sun, and the moon align. *Align* most closely means _____.
 - A. to become invisible
 - B. to be in or come into a straight line
 - C. to slow down
 - D. to move quickly
4. Today people feel _____ about solar eclipses. (Choose TWO.)
 - A. panicked
 - B. curious
 - C. confused
 - D. fascinated
5. The authors write, “It will be 20 years before another total solar eclipse is visible from the U.S.” These lines support the idea that experiencing a solar eclipse is _____.
 - A. rare
 - B. dangerous
 - C. misunderstood
 - D. common
6. The main purpose of the article is to help readers understand _____.
 - A. the beliefs of ancient civilizations
 - B. why the moon orbits Earth
 - C. how scientists study the sun’s corona
 - D. how our understanding of solar eclipses has changed over time

Name: _____

Constructed-Response Question

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

7. Based on the information in the article, when a solar eclipse occurs, can everyone on Earth see it? Support your answer using text evidence.

Name: _____

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

Vocabulary

"Growing Up on Alcatraz"

1. **administrator** (ad-MI-nuh-strey-tuhr) *noun*; As it is used in the article, *administrator* refers to someone who oversees or supervises the operations of a place, such as a school, a business, or (as in the article) a prison.
2. **conclusive** (kuhn-KLOO-sihv) *adjective*; If something is conclusive, it puts an end to doubt by answering a question or settling a debate. In other words, something conclusive brings about a conclusion. If a detective finds conclusive evidence of who committed a crime, the evidence ends all questions about who committed the crime.
3. **incarcerated** (in-KAHR-suh-ray-tuhd) *adjective*; To be incarcerated means to be in prison or in jail. A synonym of *incarcerated* is *imprisoned*.
4. **infamous** (IN-fuh-muhss) *adjective*; An infamous person is well-known for being wicked or evil or doing bad things. In other words, an infamous person has a very bad reputation. An infamous criminal is well-known for the terrible crimes they have committed. Looking back at history, you could identify many infamous people whose names we know because of the harm they caused.
5. **interaction** (in-tuhr-AK-shun) *noun*; When two or more people come together and talk or do activities together, that's an interaction. An interaction can be positive or negative. Hugging an old friend is a positive interaction, whereas having a nasty argument with someone is a negative interaction.

- 6. notorious (noh-TOR-ee-uhss)** *adjective*; *Notorious* means "well-known or famous, especially for something bad." *Notorious* is often a synonym for *infamous*, but *notorious* can also mean simply "well-known." A dog might be notorious around the neighborhood for digging up people's gardens.
- 7. reassure (ree-uh-SHUR)** *verb*; To reassure someone is to make them feel calmer or less worried, as in "Marilyn's mother reassured her that she was ready for the social studies quiz."
- 8. uninhabited (uhn-in-HA-buh-tuhd)** *adjective*; An uninhabited place is a place where no one lives. If a family moves out of a house, it might be uninhabited for a little while before the new owners move in. The freezing-cold continent of Antarctica is mostly uninhabited because of its harsh weather.

Name: _____

Vocabulary Practice

"Growing Up on Alcatraz"

Directions: Circle the best answer to each question.

- | | |
|---|---|
| <p>1. Which is most likely to be conclusive evidence?</p> <ul style="list-style-type: none">a. a rumor heard from a friendb. a fingerprint that matches that of a suspectc. a blurry photo | <p>3. Which sentence uses <i>interactions</i> correctly?</p> <ul style="list-style-type: none">a. I've had several pleasant interactions with the new next-door neighbors.b. Jed left his interactions in his coat pocket. |
| <p>2. Mr. Ghoul is the most infamous teacher at Nightmare Academy. Which might he be known for?</p> <ul style="list-style-type: none">a. reassuring his students that they're great kidsb. returning homework quicklyc. assigning projects over every break | <p>4. Why might a planet be uninhabited?</p> <ul style="list-style-type: none">a. The water is pure.b. There's no oxygen to breathe.c. The soil is rich for growing crops. |

Directions: Fill in the blank in each sentence below using one of these words:

incarcerated

notorious

reassure

uninhabited

5. "Ah, yes, the _____ blueberry muffins," said Mr. Riley. "They made everyone who ate them sick."
6. Oscar works for an organization that helps people who are _____ for crimes they did not commit get released from prison.
7. Ruth was known to dislike other people; she dreamed of moving to a(n) _____ island.
8. Her friends tried to _____ Annie that she was a talented gymnast, but she still had anxiety before every meet.

Name: _____

Close-Reading Questions

"Growing Up on Alcatraz" and "The Isle of Alcatraz" poems

"Growing Up on Alcatraz"

1. Why was Alcatraz turned into a maximum-security prison in 1934? What details show that it was "built to be escape-proof"? (key ideas and details)

2. What do you think Jolene Babyak means when she says moving to Alcatraz was like "going from black-and-white to full color"? (figurative language)

3. How was growing up on Alcatraz similar to growing up in other places in America ? How was it different? (compare and contrast)

4. How does the section "After the Escape" relate to the opening of the article? How do the newspaper headline and the image of the cells inside Alcatraz add to your understanding of the escape? (text structure)

5. Based on the sidebar "Life on Alcatraz," how did the public view the prison island? Why do you think people might have felt this way? (perspective)

“The Isle of Alcatraz” poems

1. What is the tone of “The Isle of Alcatraz (As Seen From the Outside)”? What words and phrases help create this tone? What is the tone of “The Isle of Alcatraz (As Seen by Those Who Live There)”? Find words and phrases that contribute to the tone. (tone)

2. Read the last line of each stanza in both poems. How are they similar and different? (compare and contrast)

3. Read the description of poet Esther Faulk that appears below the poems. What do you think motivated her to write these poems? (author’s purpose)

Name: _____

Critical-Thinking Questions

"Growing Up on Alcatraz" and "The Isle of Alcatraz" poems

1. If you could trade places with Jolene Babyak and spend part of your childhood on Alcatraz, would you? Why or why not?

2. Why do you think the way Jolene and Esther Faulk viewed Alcatraz was different from the way the general public viewed it?

Name: _____

Featured Skill: Synthesis

Directions: After reading "Growing Up on Alcatraz," use this activity to help you analyze the two poems that follow the article. This will prepare you to respond to the writing prompt that follows the article and poems.

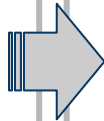
The prompt at the end of the poems says:

Compare Esther Faulk's two poems. How is Alcatraz presented in each? Based on Cowen's article, which view of Alcatraz did Jolene have? Answer both questions in an essay. Use text evidence to support your ideas.

Make sure you have the poems handy.
We'll read them, then compare them side by side.

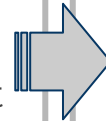
1. READ THE POEMS.

Listen to the poems at Scope Online, or read them aloud to yourself. Enjoy the rhythm, sounds, and flow of the words.



2. READ THE POEMS AGAIN.

Read the poems again. Try to visualize the images each poem creates and think about what the poet might be trying to convey.



3. ANNOTATE THE POEMS.

Annotate the poems by making notes in the margins or using sticky notes. Circle or underline words or phrases you find interesting or important. If you're unsure of the meaning of any of the words Faulk uses, consult a dictionary!

Pssst!
When quoting
poetry, put a
slash mark
between each
line.

	THE ISLE OF ALCATRAZ (AS SEEN FROM THE OUTSIDE)	THE ISLE OF ALCATRAZ (AS SEEN BY THOSE WHO LIVE THERE)
1. Nature Imagery Record lines that depict nature in each poem. Then, based on those lines, complete the sentence stems below. (We got you started!)	"Staunch and alone in the bay, /Lashed by angry waves,"	

In the first poem, nature is portrayed as hostile and aggressive.

In the second poem, nature is portrayed as _____.

	THE ISLE OF ALCATRAZ (AS SEEN FROM THE OUTSIDE)	THE ISLE OF ALCATRAZ (AS SEEN BY THOSE WHO LIVE THERE)
2. Perspectives Record lines that express how people young and old feel about Alcatraz. Then, complete the sentence stems below. (We got you started!)		

In the first poem, Alcatraz is seen as a _____.

In the second poem, Alcatraz is seen as a cherished home where families live in
comfort and happiness.

	THE ISLE OF ALCATRAZ (AS SEEN FROM THE OUTSIDE)	THE ISLE OF ALCATRAZ (AS SEEN BY THOSE WHO LIVE THERE)
3. Similes Record an example of a simile (a comparison using <i>like</i> or <i>as</i>) from each poem. Then complete the sentence stems below.		

The simile in the first poem suggests that Alcatraz is _____.

The simile in the second poem suggests that Alcatraz is _____.

	THE ISLE OF ALCATRAZ (AS SEEN FROM THE OUTSIDE)	THE ISLE OF ALCATRAZ (AS SEEN BY THOSE WHO LIVE THERE)
4. Personification Record an example of personification (human qualities, emotions, actions being given to a nonhuman thing) from each poem.		

The personification in the first poem emphasizes that _____.

The personification in the second poem emphasizes that _____.

	THE ISLE OF ALCATRAZ (AS SEEN FROM THE OUTSIDE)	THE ISLE OF ALCATRAZ (AS SEEN BY THOSE WHO LIVE THERE)
5. Word Choice Faulk carefully selected her words to evoke specific emotions and images. Record 5 adjectives from each poem. Then answer the question below.		

How are these two sets of words different? _____

_____.

Now it’s time to write!

Here’s one way to organize your essay:

Introduction

Body Paragraph 1:

How is Alcatraz presented in

“The Isle of Alcatraz: As Seen From the Outside”?

Body Paragraph 2:

How is Alcatraz presented in

“The Isle of Alcatraz: As Seen By Those Who Live There”?

Body Paragraph 3:

Which view of Alcatraz did Jolene have?

(Use text evidence to show how you know!)

Conclusion

CHOICE BOARD

"GROWING UP ON ALCATRAZ" & "THE ISLE OF ALCATRAZ"

Compare Esther Faulk's two poems. How is Alcatraz presented in each? Based on Cowen's article, which view of Alcatraz did Jolene have? Answer both questions in an essay. Use text evidence to support your ideas.

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

Make two lists: one for the key ideas about Alcatraz in Esther Faulk's first poem and one for the key ideas about Alcatraz in her second poem. Then write one sentence summarizing Jolene Babyak's view of Alcatraz.

Imagine that you've been asked to design an exhibit about the history of Alcatraz. What would you include? Share your plan in the form of a slideshow.

Read "Escape From Alcatraz" at Scope Online. Then write a one-page essay comparing the author's purpose of "Escape From Alcatraz" with the author's purpose of "Growing Up on Alcatraz."

Name: _____

Paired Texts Quiz

Directions: Read “Growing Up on Alcatraz” and “The Isle of Alcatraz” from the April issue of *Scope*. Then answer the questions below.

1. Which line from “Growing Up on Alcatraz” tells you that Jolene Babyak’s childhood was out of the ordinary?
 - A. “It was early in the morning on June 12, 1962, and 15-year-old Jolene Babyak was asleep in her bed.”
 - B. “Jolene was 7 years old at the time—and she fell in love with her new home right away.”
 - C. “‘The playground was like the village square,’ Jolene says.”
 - D. “Heart thumping in her chest, she peeked under her bed and opened up closets to make sure no inmates were hiding there.”
2. The main purpose of the section “Escape-Proof” is to _____. Choose TWO.
 - A. provide a chronological account of Alcatraz’s uses through time
 - B. explain how the children of Alcatraz got to school each day
 - C. compare and contrast Indiana and California
 - D. list the measures that made Alcatraz a maximum-security prison
3. From Jolene’s quote “‘It was like going from black-and-white to full color,’” you can infer that _____. Choose TWO.
 - A. cameras had become more advanced
 - B. the island of Alcatraz was vibrant and lively
 - C. the prison consisted of colorful buildings
 - D. Jolene found Alcatraz more stimulating than her previous home
4. Author Talia Cowen writes, “Still, interactions with inmates sometimes happened. And when they did, kids traded stories of their encounters like valuable baseball cards.” She means that talking with prisoners was _____.
 - A. a worthwhile experience
 - B. a frequent occurrence
 - C. rare and exciting
 - D. rare and chilling
5. The sidebar “Life on Alcatraz” includes an image of the cover of a popular magazine to show that _____.
 - A. the public was fascinated by stories of life on Alcatraz
 - B. magazines were commonly read on Alcatraz
 - C. kids on Alcatraz were unlike other children
 - D. prisoners were forbidden access to reading material like magazines
6. Why did Esther Faulk most likely write two versions of her poem “The Isle of Alcatraz”?
 - A. to give equal weight to two points of view
 - B. to provide additional details about Alcatraz
 - C. to show that living on Alcatraz was not the way most people thought it was
 - D. to show both a prisoner’s and a resident’s point of view

Constructed-Response Questions

7. Compare and contrast the lives of kids on Alcatraz with the lives of kids in other places in America at the time. Use text evidence in your answer.

- 8.** How could you sum up Jolene's feelings about growing up on Alcatraz? Which lines from the poems reflect these feelings?

Name: _____

Paired Texts Quiz

Directions: Read “Growing Up on Alcatraz” and “The Isle of Alcatraz” from the April issue of *Scope*. Then answer the questions below.

1. **How does author Talia Cowen portray Jolene Babyak’s childhood on Alcatraz?**
 - A. boring
 - B. terrifying
 - C. sad
 - D. out of the ordinary
2. **The main purpose of the section “Escape-Proof” is to describe _____. Choose TWO.**
 - A. Alcatraz’s various uses through time
 - B. how children of Alcatraz got to school
 - C. Jolene’s experiences with inmates
 - D. what made Alcatraz a tough prison
3. **Describing her move to Alcatraz, Jolene says, “It was like going from black-and-white to full color.” She means _____. Choose TWO.**
 - A. cameras had become more advanced
 - B. the island of Alcatraz was bright and beautiful
 - C. the prison was made of colorful buildings
 - D. Jolene found Alcatraz more exciting than her previous home
4. **Author Talia Cowen writes, “Still, interactions with inmates sometimes happened. And when they did, kids traded stories of their encounters like valuable baseball cards.” She means that talking with prisoners was _____.
_____.**
 - A. scary
 - B. common
 - C. rare and exciting
 - D. allowed
5. **The sidebar “Life on Alcatraz” includes a photo of a girl bowling most likely to show that _____.
_____.**
 - A. kids on Alcatraz were similar to kids everywhere
 - B. bowling was a popular sport in America
 - C. the public was fascinated by life on Alcatraz
 - D. kids were required to participate in sports on Alcatraz
6. **Why did Esther Faulk most likely write two versions of her poem “The Isle of Alcatraz”?**
 - A. to give equal weight to two points of view
 - B. to provide additional details about Alcatraz
 - C. to show that living on Alcatraz was not the way most people thought it was
 - D. to show both a prisoner’s and a resident’s point of view

Constructed-Response Questions

7. How was life for kids on Alcatraz similar to life in other places in America? How was it different? Use text evidence in your answer.

8. How could you sum up Jolene's feelings about growing up on Alcatraz?

Alcatraz 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 April 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:

Compare Esther Faulk's two poems. How is Alcatraz presented in each? Based on Cowen's article, which view of Alcatraz did Jolene have? Answer both questions in an essay. Use text evidence to support your ideas. Entries must be submitted to **Alcatraz Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Unsolved Case Files: Jailbreak at Alcatraz* by Tom Sullivan.

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 the article and poems
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY May 20, 2024.

Close-Reading Questions

“Don’t Break Tradition”

1. At the beginning of the story, how is Nadia feeling about Eid? Why? (inference)
2. What does Nadia do after she leaves the donut shop? What do you learn later about how this connects to Joy's ring? (inference)
3. Say Kareem's line out loud. What does the word *donut* sound like? What is Kareem saying about having donuts on Eid? (theme)

4. Why might Noor think Mama doesn't need a hijab? What is Mama's "hair situation"? (inference)

5. What is the *it* Mama is starting to feel? (interpreting text)

6. How has Nadia started to look at things more in the way her dad looks at them? (character)

7. Why do Joy and Mr. Laidlaw come to Nadia's house? (character motivations)

8. What does Nadia mean when she refers to running toward special days? (theme)

Critical-Thinking Questions

“Don’t Break Tradition”

- 1.** In what ways does Nadia change from the beginning of the story to the end?
- 2.** The author includes many sensory details; she describes how things look, smell, taste, and so on. For example, she refers several times to favorite colors, Nadia's being almost-black purple and Mama's being turquoise. What are some other sensory details in the story? Why do you think sensory details are important in this story?
- 3.** In what ways do you think Nadia's experiences are a universal (experienced by everyone) part of growing up? In what ways are they particular to her?

Name: _____

Featured Skill: Theme

Directions: Read “Don’t Break Tradition.” 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:

Over the course of the story, what does Nadia come to realize about what makes a day special? Answer in a well-organized paragraph. Use text evidence.

Brainstorming: The Beginning of the Story

1. What is Nadia's attitude toward this year's Eid celebration at the beginning of the story?
2. How do you know? Support your answer to question 1 with a quote from the text.

Brainstorming: The Middle of the Story

3. Make a list of the small steps Nadia takes to make the day better for herself and her family. (Bullet points are fine—no need to write in complete sentences.)

Brainstorming: The End of the Story

4. What does Nadia come to realize about what makes a special day special?

5. How do you know? Support your answer to question 4 with a quote from the text.

Write an awesome paragraph using this guide!

Write a thesis. Summarize what Nadia comes to realize about what makes a special day special.	
Include a quote from the beginning of the story. (Consider using the quote from question 2.) Be sure to introduce your quote with context/background information.	
Analyze the quote. What does the quote reveal? Examine it in detail.	
Include a quote from the end of the story. (Consider using the quote from question 5.) Be sure to introduce your quote with context/background information.	
Analyze the quote. What does the quote reveal? Examine it in detail.	
Write a conclusion. Wrap up the paragraph in a sentence.	

CHOICE BOARD

"DON'T BREAK TRADITION"

Over the course of the story, what does Nadia come to realize about what makes a special day special? Answer in a well-organized paragraph. Use text evidence.

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

Imagine you are Nadia. Write a thank-you note to Mr. Laidlaw and Joy for bringing Cinnamon Chai donuts over. Be sure to explain how they meant more than just a new flavor of donut to try.

Imagine you are Nadia. Make a list to hang on your family's refrigerator titled "How to make Eid feel like Eid." Include at least five things on your list.

On a piece of white, unlined paper, use colored pencils or markers to create a one-pager for the story: a single page that displays the highlights of the story. Be sure to include:

4 quotations

4 images

4 essential words or phrases

personal connections or reactions

a theme statement

anything else you'd like to add!

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 “Don’t Break Tradition.” Then answer the questions or follow directions to fill in the chart.

Clues	Inference
1. Record lines that support the inference at right.	<i>At the beginning of the story, Nadia feels disappointed about Eid this year.</i>
2. Record lines that support the inference at right.	<i>Nadia’s father is an optimist—someone who sees the world with a positive attitude.</i>

Clues	Inference
<p>Consider these lines:</p> <p>“For some reason, Noor forgot to put Mama’s hijab on the bed too. I saw that this morning. Maybe it’s because Noor has a lot on her mind because she’s the oldest. Or maybe she thinks Mama doesn’t need a hijab. Because of her hair situation.”</p>	<p>3. Why might Noor think Mama doesn’t need a hijab? What is Mama’s “hair situation”?</p>
<p>4. Record lines that support the inference at right.</p>	<p><i>Nadia’s actions bring Mama joy and happiness.</i></p>
<p>Consider these lines:</p> <p>“I sip the warm chocolate on the porch. It’s so wide that Dad says it’s like an extra sofa. I smile. Now I get it. It’s because we had to cut our living room in half with bookshelves to make a bedroom for Esa and Kareem. Dad’s saying the porch is part of our living room now. We’re lucky to have such a porch.”</p>	<p>5. How is Nadia changing?</p>

Clues	Inference
<p>Consider these lines:</p> <p>“Now I know something I never ever want to forget, like I don’t ever want to forget to love purple-black: Special days start when you run toward them.”</p>	<p>6. What does Nadia mean by “<i>Special days start when you run toward them</i>”?</p>

Name: _____

“Don’t Break Tradition” Quiz

Directions: Read “Don’t Break Tradition” from the April issue of *Scope*. Then answer the questions below.

1. **At the start of the story, how does Nadia feel about it being Eid day?**
 - A. eager and enthusiastic
 - B. disappointed and down
 - C. anxious and concerned
 - D. shocked and enraged
2. **Why does Nadia buy donuts for her family?**
 - A. Her family hasn’t tried Mr. Laidlaw’s donuts yet.
 - B. She wants to make this Eid day feel more like it used to.
 - C. She doesn’t have anything to do until Mama wakes up.
 - D. She wants a chance to talk with Joy at the bakery.
3. **Readers can infer that Joy’s ring inspires Nadia to _____.**
 - A. buy donuts for the family
 - B. introduce Joy to Kareem
 - C. tell Mr. Laidlaw about her family
 - D. buy a hijab for Mama
4. **Which of the following lines supports your answer to Question 3?**
 - A. “Beside her on the bedspread lies a dark-blue abaya with big turquoise flowers.”
 - B. “If Mama wakes and sees me all ready, she’ll probably want to change too.”
 - C. “‘Hi. I’d like six donuts,’ I say.”
 - D. “‘Mama? Do you want a hijab?’ I open the Buyway bag. ‘Do you want your favorite color? Turquoise?’”
5. **Consider this line: “He smiles in a kind way. So kind it makes me blurt, ‘My mother is sick, and it’s my turn to stay with her.’” Which is the definition of *blurt*?**
 - A. to talk continuously and excessively
 - B. to say something in a low, soft voice
 - C. to utter something suddenly without careful consideration
 - D. to talk about others; gossip
6. **Which is the theme of the story?**
 - A. Seemingly small gestures and traditions can bring great joy.
 - B. Siblings are some of the best friends you’ll ever have.
 - C. Staying true to yourself can lead to possibilities you didn’t expect.
 - D. Finding a sense of belonging in a new place takes time.

Name: _____

“Don’t Break Tradition” Quiz

Directions: Read “Don’t Break Tradition” from the April issue of *Scope*. Then answer the questions below.

1. **At the start of the story, how does Nadia feel about it being Eid day?**
 - A. excited
 - B. sad
 - C. nervous
 - D. angry
2. **Why does Nadia buy donuts for her family?**
 - A. Her family hasn’t tried Mr. Laidlaw’s new donuts yet.
 - B. Getting donuts is an Eid tradition in her family.
 - C. She doesn’t have anything to do until Mama wakes up.
 - D. She wants a chance to talk with Joy at the bakery.
3. **Seeing Joy’s turquoise ring gives Nadia the idea to _____.**
 - A. buy hot chocolate
 - B. introduce Joy to Kareem
 - C. tell Mr. Laidlaw about her family
 - D. buy a hijab for Mama
4. **Which of the following lines supports your answer to Question 3?**
 - A. “I stop and smile up at him. ‘Yes. They’re for my family. For Eid.’”
 - B. “If Mama wakes and sees me all ready, she’ll probably want to change too.”
 - C. “‘Hi. I’d like six donuts,’ I say.”
 - D. “‘Mama? Do you want a hijab?’ I open the Buyway bag. ‘Do you want your favorite color? Turquoise?’”
5. **Consider this line: “He smiles in a kind way. So kind it makes me blurt, ‘My mother is sick, and it’s my turn to stay with her.’” To blurt something is to say it _____.**
 - A. slowly
 - B. quietly
 - C. suddenly
 - D. with sadness
6. **By the end of the story, Nadia learns that _____.**
 - A. small actions can bring great joy
 - B. money and gifts make Eid feel like Eid
 - C. Joy and Kareem are close friends
 - D. Mr. Laidlaw has no family

Name: _____

Constructed-Response Questions

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

7. Nadia says, “. . . my brain keeps showing me all the things we did every Eid before happiness left the house.” What does she mean? Why has happiness left the house?
8. Why does Nadia want to give Mama a turquoise hijab? How does the hijab affect Mama? Use text evidence to support your ideas.

Don't 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 April 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:

Over the course of the story, what does Nadia come to realize about what makes a special day special? Answer in a well-organized paragraph. Use text evidence. Entries must be submitted to **Don't Contest** by a parent, teacher, or legal guardian. Three winners will get *The Turtle of Michigan* by Naomi Shihab Nye.

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
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY May 20, 2024.

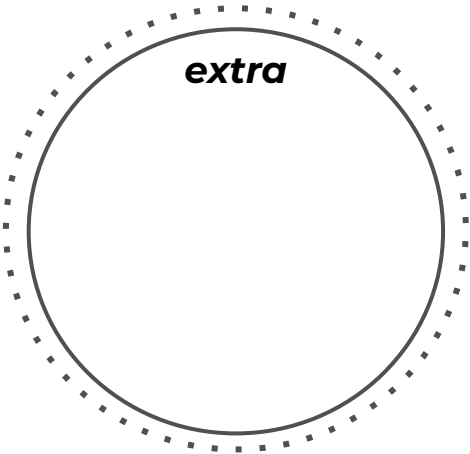
Name: _____

Root Power

PART 1:
MEANING

In this issue’s Root Power, you learned the Latin prefix *extra*, which means *outside* or *beyond*. Did you figure out the meanings of the words containing this root? 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 *extra*.



WORD	MEANING
extravaganza (ik-stra-vuh-GAN-zuh; <i>noun</i>)	
extraneous (ek-STRAY-nee-uhs; <i>adjective</i>)	
extracurricular (ek-struh-kuh-RIH-kyuh-luhr; <i>noun or adjective</i>)	
extraterrestrial (ek-struh-tuh-RE-stree-uhl; <i>noun or adjective</i>)	
extraordinary (ik-STROR-duh-nehr-ee; <i>adjective</i>)	

PART 2:
PRACTICE

Fill in each blank with a form of one of the words listed here to best complete each sentence: *extravaganza*, *extraneous*, *extracurricular*, *extraterrestrial*, *extraordinary*.

1. Malia is trying to decide which _____ activity to sign up for. She is having trouble deciding between hip-hop and karate.
2. My teacher said that for the next draft of my essay, I should remove all the _____ details that don't directly relate to my thesis statement.
3. The movie is about an _____ who comes to Earth and pretends to be human.
4. My brother and I are throwing my parents a 20th anniversary party. It's going to be an _____, with a band, food from their favorite restaurant, and a movie about their lives.
5. How _____ would it be to find out that aliens exist? It would certainly be a marvelous discovery!

**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 *extra*. Write it below.

2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "Here is an extraterrestrial" does not make the meaning of *extraterrestrial* 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 April 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 "The Rehearsal." Then follow these steps: **1.** Write down the meaning of each word in purple. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the prefix *extra*. **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 *Scope* notebook.

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 May 20, 2024.