

SAVED BY SELFIES?

THE ADORABLE QUOKKA HAS BECOME A SOCIAL MEDIA STAR. BUT DOES ITS
FAME HELP—OR HURT?

Directions: Circle the correct word in each bolded pair.

Adorable Star

With all the puppies, kittens, and babies out there posing for the camera, competition for the title of “Internet’s Most Adorable Star” is fierce. The winner, however, might just be the quokka [KWAH-kuh].

About the size of a house cat, the quokka is a marsupial, like the kangaroo. Quokkas were once common in southwestern Australia, but habitat loss, climate change, and invasive predators such as foxes and feral cats have put these animals in danger. Today **less/fewer** than 15,000 quokkas remain on Earth. Most live on Rottnest Island, **less/fewer** than 12 miles off Australia’s western coast.

Selfie Seekers

In 2013, an online newspaper posted photos of a quokka that appeared to be smiling, calling it “the happiest animal in the world.” Before long, thousands of visitors were coming to Rottnest, many for one reason: to take a selfie with a quokka.

Some experts worried that all the selfie seekers would harm the quokkas. Wild animals can become stressed when humans get too close. Plus, the increased tourism led to quokkas getting their little paws on human food. In addition to being unhealthy for quokkas, eating human food has made the animals eat **less/fewer** of the bark, grass, and other vegetation that make up their natural diet. Perhaps a bit **less/fewer** fame would be good for quokkas?

Help for Quokkas

Despite concerns, Rottnest's quokkas seem to be doing well. Signs now remind tourists not to feed or touch the quokkas, so hopefully the animals are eating **less/fewer** human food and enjoying a bit more personal space.

Meanwhile, there are now more than 300,000 quokka selfies on Instagram. As a result, millions of people know that these fuzzy creatures are endangered and want to help them. Conservation groups are also working hard to protect quokkas—all happy news for the happiest animals in the world!

Name: _____

LESS OR FEWER?

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

LESS

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

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

*I should eat **less** sugar.*

*I have **less** trouble with multiplication than with decimals.*

*I have **less** than \$10 in my wallet.*

FEWER

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

*I should eat **fewer** donuts.*

*I completed **fewer** division problems than Rachel did.*

***Fewer** than 10 people showed up.*

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

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

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

7. _____
8. _____

Name: _____

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

Vocabulary

"Lost Boy, Found"

- 1. accustomed (uh-KUH-stuhmd)** *adjective*; To be accustomed to something is to be used to it. You're probably accustomed to eating dinner at a certain time. If you live in a place where it hardly ever snows, you are probably not accustomed to snow.
- 2. ambush (AM-bush)** *verb or noun*; To ambush someone is to attack them by surprise from a hidden place. Here, a lion waits to ambush its prey.

As a noun, *ambush* refers to an unexpected attack.
- 3. contaminated (kuhn-TA-muh-nay-tuhd)** *adjective*; If something is contaminated, it is dirty or unhealthy as a result of coming in contact with something unclean or harmful. A surgeon's instruments would become contaminated if they were touched with bare hands. If bacteria or other germs got into drinking water, the water would be contaminated.
- 4. daunting (DAWN-ting)** *adjective*; *Daunting* means "very difficult to deal with." A daunting task is one that seems almost impossible to complete. Washing the dishes after a party might seem like a daunting task.
- 5. merciless (MUHR-sih-luhs)** *adjective*; *Merciless* means "showing no mercy; cruel and unforgiving." For example: "The opposing team was merciless. They beat us 76 to 10."
- 6. refugee (REH-fyew-jee)** *noun*; A refugee is a person who has been forced to leave their home because of war, hunger, natural disaster, or another dangerous situation. The word *refuge* means "a shelter from harm"; a refugee seeks refuge from the situation that has arisen.
- 7. remote (rih-MOHT)** *adjective*; *Remote* means "far away; a long distance from other people or places."

Name: _____

Vocabulary Practice

"Lost Boy, Found"

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

accustomed	ambush	contaminated	
daunting	merciless	refugee	remote

1. Everyone at the party got sick after they ate the _____ salsa.
2. The movie was about a _____ king who threw anyone who got in his way in the dungeon without a second thought.
3. Going to swim practice at 5 a.m. was tough at first, but now I'm _____ to it.
4. Chelsea dreams of being on a _____ island with a bag of potato chips and a big pile of books.
5. We organized a food drive for the many _____ who moved to our town after fleeing their home country.
6. Our cats Butterface and Wayne are masters of the sneak attack—they are always _____ each other.
7. Katie has a(n) _____ amount of homework to do this weekend (which is what happens when you wait until the last moment to start all of your assignments).

Name: _____

Close-Reading Questions

"Lost Boy, Found"

1. In the first line of the article, author Allison Friedman writes, "Salva Dut felt like he was walking through fire." What literary device is Friedman using here? What effect does it have? What other examples of fire- or heat-related figurative language can you find in the introduction? (figurative language)

2. Later in the introduction, Friedman writes that Salva and his Uncle Jewiir were trekking toward a refugee camp in Ethiopia. Based on the information in the article, what is a refugee? What is a refugee camp? (vocabulary, key ideas and details)

3. How did a lack of access to clean water affect Salva's family? (cause and effect)

7. What is Friedman's tone as she discusses South Sudan in the final section of the article? How does Friedman create this tone? (tone)

Name: _____

Critical-Thinking Questions

"Lost Boy, Found"

1. In what ways, if any, do you think differently about water after reading this article?

2. Why is it important to learn about refugees?

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read "Lost Boy, Found." Then use this planner to help you respond to the prompt that appears at the end of the article.

The prompt at the end of the article says:

Create a slideshow or video about the importance of clean water for individuals and communities. Include information about how Salva's organization is helping to address water scarcity in South Sudan.

1. Why is clean water important?

You can draw on information from the article as well as your own research. If you do your own research, make sure you're using trustworthy sources, such as well-known newspapers and magazines, government websites, and your media center's databases. On the next page, you'll find a list of sources that might be useful.

List reasons using bullet points.

Sources

- **World Health Organization**
<https://www.who.int/health-topics/water-sanitation-and-hygiene-wash>
- **UNICEF** <https://www.unicef.org/wash/water-scarcity>
- **The United Nations** <https://www.unwater.org/water-facts/water-scarcity> and <https://www.un.org/sustainabledevelopment/water-and-sanitation/>
- **UNESCO** <https://en.unesco.org/human-rights/water-sanitation>
- **The Centers for Disease Control and Prevention**
<https://www.cdc.gov/healthywater/global/index.html>
- **The United States Environmental Protection Agency**
<https://www.epa.gov/enviroatlas/enviroatlas-benefit-category-clean-and-plentiful-water>

2. How is Salva's organization helping to address water scarcity in South Sudan?

You can draw on information from the article as well as from Water for South Sudan's website: <https://www.waterforsouthsudan.org/>

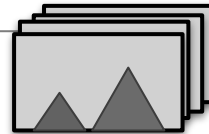
Water scarcity is when there isn't enough clean water to meet people's needs.

Now you're ready to create!

Here are some video and slideshow tips.

**VIDEO**

- Remember, your video should explain the importance of clean water. Think about the tone you'll want to use. Will it be dramatic? Informational? Inspiring?
- Will there be narration? Music? Any visual elements, like photos or footage? Will you or anyone else appear in the video?
- Use the information you wrote in Questions 1 and 2 to support your message. Think about which details will have the strongest impact on your viewers.
- At the end, include credits in which you cite the sources of any visual elements you included, unless you created them yourself.

**SLIDESHOW**

- Keep your slides simple and clear.
- What sort of visual elements will your slideshow include? Photos? Video? Charts?
- Use the information you wrote in Questions 1 and 2 to support your message. Think about which details will have the strongest impact on your viewers.
- Be sure to include a slide at the end where you cite the sources of any visual elements you included, unless you created them yourself.

CHOICE BOARD

"LOST BOY, FOUND"

Create a slideshow or video about the importance of clean water for individuals and communities. Include information about how Salva's organization is helping to address water scarcity in South Sudan.

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

Propose a creative way for your school to get involved with Water for South Sudan's impactful work. In your proposal, include information that will convince administrators, teachers, and your fellow students that supporting this cause is vital.

Create a timeline of Salva's journey, highlighting key events and milestones from his childhood in Sudan to his work with Water for South Sudan. Include at least five significant events and provide a caption and an illustration for each.

Conduct research about the waterborne illness that Salva's father suffered from: guinea worm disease. Start your research journey here, at the American Museum of Natural History: <https://www.amnh.org/explore/science-topics/disease-eradication/countdown-to-zero/guinea-worm> Present your findings in a medium of your choosing.

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 "Lost Boy, Found." (You do not need to respond in complete sentences.)

1. Who is the article mostly about?	2. What problem(s) does the subject of the article face?
3. How does the subject of the article solve the problem(s)?	4. What happens as a result?
5. What is the subject of the article doing today?	6. Are there any other important details you haven't mentioned? Write them here.

Summary of “Lost Boy, Found”

[illegible]

Name: _____

Summarizing

Directions: Fill in the blanks below to complete an objective summary of "Lost Boy, Found."

<p>Author Allison Friedman's narrative nonfiction article "Lost Boy, Found" tells the story of _____, who is from South Sudan. In the 1980s, civil war broke out in Sudan, and in 1985 the violence reached Salva's village. Like thousands of others, Salva was forced to _____.</p> <p>Separated from his family, Salva journeyed for months, hoping to reach _____.</p> <p>Finally, in 1986, Salva made it. After years of living in refugee camps in Africa, Salva _____.</p> <p>But in 2002, Salva was reunited with his father in Africa and learned that _____.</p> <p>As a result, Salva started _____, which has built more than 600 wells in South Sudan, including in Salva's village. These wells have _____.</p>	<p><i>Who is the article about?</i></p> <p><i>When the war reached his village, what did Salva do?</i></p> <p><i>Where was Salva trying to go?</i></p> <p><i>Where did Salva move to next?</i></p> <p><i>What happened to Salva's father?</i></p> <p><i>What organization did Salva start?</i></p> <p><i>What did these wells bring to people? What effect has that had?</i></p>
-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

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 "Lost Boy, Found."

1. Consider the illustration on pages 4-5. What mood does it evoke?

2. Study the map titled "Salva's Journey." What does this text feature help you understand about Salva's journey?

3. Consider the sidebar "The Crisis of Water Scarcity." Based on context clues, write your own definition for the noun *scarcity*. Verify your definition using a dictionary.

scarcity: _____

4. Based on the information provided in "The Crisis of Water Scarcity," is the problem of water scarcity getting worse or improving?

Name: _____

Exploring Text Structure

Directions: Read "Lost Boy, Found." Then use the graphic organizers in this activity to organize information from the article.

PROBLEM AND SOLUTION

Fill in the problem and solution relationship below.

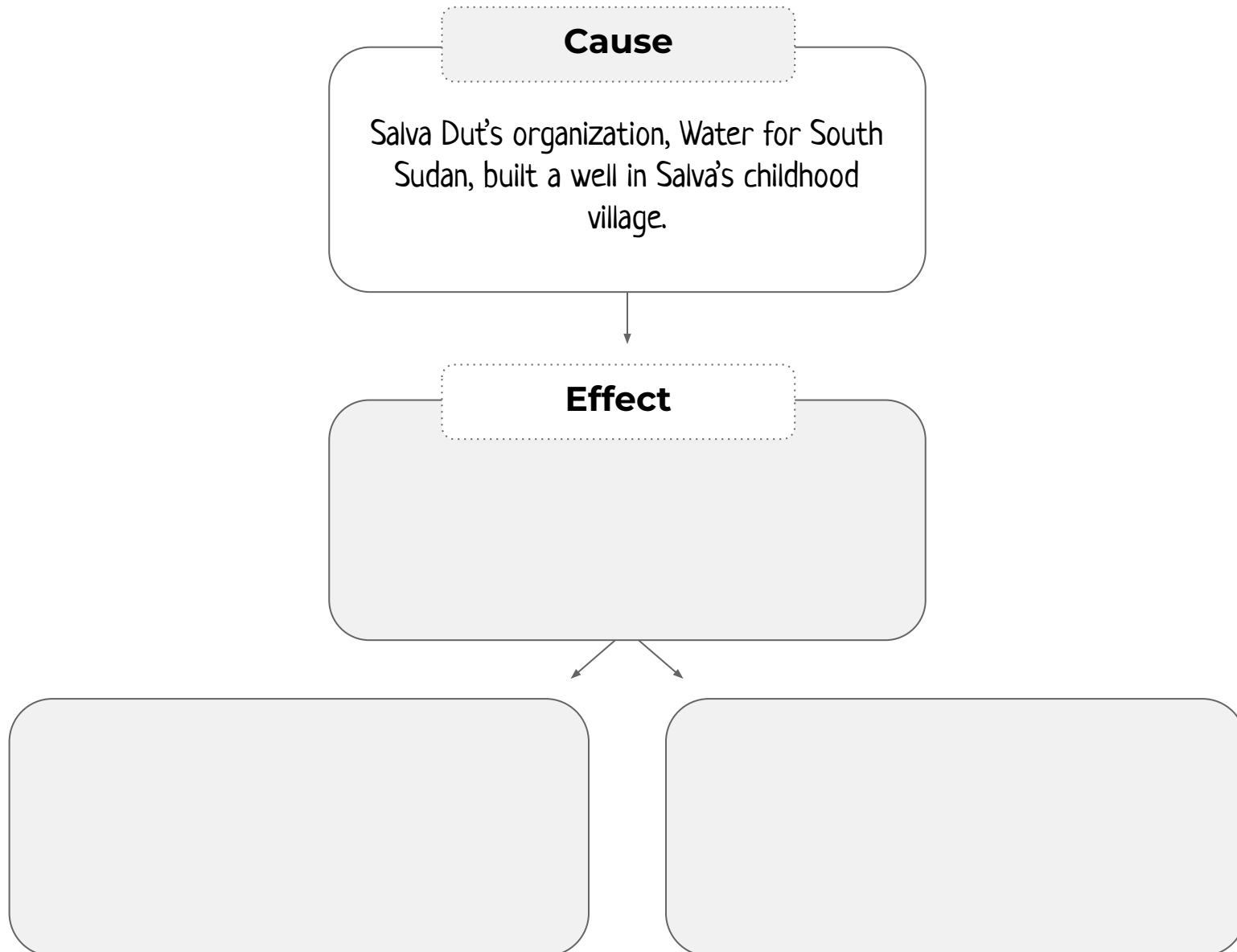
Problem

Today, according to the United Nations, nearly 60 percent of people in South Sudan lack access to clean water.

Solution

CAUSE AND EFFECT

Fill in the cause/effect chart below.



Name: _____

Exploring Text Structure

Directions: Read "Lost Boy, Found." Then use the graphic organizers in this activity to organize information from the article.

PROBLEM AND SOLUTION

Fill in the problem and solution relationship below.

Problem

Today, according to the United Nations, nearly 60 percent of people in South Sudan lack access to clean water.

Solution

What did Salva do to bring clean water to South Sudan?

CAUSE AND EFFECT

Fill in the cause/effect chart below.

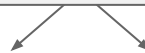
Cause

Salva's organization Water for South Sudan built a well in Salva's childhood village.



Effect

How did the well affect the villagers' access to clean water?



How did the lives of girls in the village change?

What was built in the village as a result of the wells?

Name: _____

“Lost Boy, Found” Quiz

Directions: Read “Lost Boy, Found” from the May issue of *Scope*. Then answer the questions below.

1. Consider this line: “It seemed his journey might end there—alone, in the middle of the desert, under the harsh and unblinking eye of the sun.” The author is using _____ to _____.
 - A. hyperbole; exaggerate the sun’s size
 - B. a simile; compare the sun to an eye
 - C. personification; emphasize the intensity of the sun’s heat
 - D. a metaphor; describe the sun’s heat
2. The main purpose of the section “The Lost Boys” is to _____.
 - A. explain why Salva and many others had to flee their homes in Sudan
 - B. describe Salva’s journey to Ethiopia
 - C. explain who Salva is
 - D. explain what a civil war is
3. The author writes, “And now, as he hunched over his throbbing and bloody foot, he felt like the last of his strength had evaporated in the heat.” She means that _____. Choose TWO.
 - A. Salva felt dehydrated
 - B. Salva was extremely tired and worn out
 - C. Salva felt he could no longer go on
 - D. Salva’s foot was so badly injured that he couldn’t walk on it
4. Which of the following details from the article support the idea that access to clean water is important? Choose TWO.
 - A. Salva’s father got sick from drinking contaminated water.
 - B. Nearly 60 percent of people in South Sudan lack access to clean water.
 - C. Salva’s sisters could not attend school because they had to walk five miles to collect water every day.
 - D. Salva spent more than two days walking through the desert.
5. The author develops the idea that Salva’s nonprofit organization, WFSS, has been a success in all of the following ways EXCEPT _____.
 - A. by explaining that a health clinic was built in Salva’s village
 - B. by explaining that the war in Sudan ended in 2005
 - C. by explaining that girls in Salva’s village can now attend school
 - D. by providing the number of wells that WFSS has built in South Sudan
6. Which of the following statements are supported by information in the article? Choose THREE.
 - A. Access to clean water is important.
 - B. Salva has faced and overcome many challenges.
 - C. The global problem of water scarcity has been solved.
 - D. Salva is a strong and determined person.

Name: _____

“Lost Boy, Found” Quiz

Directions: Read “Lost Boy, Found” from the May issue of *Scope*. Then answer the questions below.

1. The author writes, “It seemed his journey might end there—alone, in the middle of the desert, under the harsh and unblinking eye of the sun.” The author is using personification to _____.
 - A. exaggerate the sun’s size
 - B. describe Salva looking up at the sun
 - C. emphasize the intensity of the sun’s heat
 - D. explain that the sun looks like an eye
2. The main purpose of the section “The Lost Boys” is to _____.
 - A. explain why Salva and many others had to flee their homes in Sudan
 - B. describe Salva’s journey to Ethiopia
 - C. explain who Salva is
 - D. explain where Salva went to school
3. The author writes, “And now, as he hunched over his throbbing and bloody foot, he felt like the last of his strength had evaporated in the heat.” She means that _____. Choose TWO.
 - A. Salva needed water
 - B. Salva was extremely tired and worn out
 - C. Salva felt he could no longer go on
 - D. Salva’s foot was so badly injured that he couldn’t walk on it
4. The information about Salva’s father getting sick from contaminated water _____. Choose TWO.
 - A. helps explain why Salva started his nonprofit
 - B. helps explain the effects of the civil war in Sudan
 - C. helps explain why access to clean water is important
 - D. helps explain why Salva had to flee his homeland
5. Consider this statement: Salva’s nonprofit had a positive effect on his village. Which of the following lines from the article supports this statement?
 - A. “Shortly after his reunion with his father, he started a nonprofit organization called Water for South Sudan (WFSS).”
 - B. “The steady source of water has also allowed a health clinic to be built and a bustling food market to spring up.”
 - C. “In 2005, the war in Sudan finally ended.”
 - D. “The problems South Sudan faces remain daunting.”
6. Which of the following statements are supported by information in the article? Choose THREE.
 - A. Access to clean water is important.
 - B. Salva has faced and overcome many challenges.
 - C. The global problem of water scarcity has been solved.
 - D. Salva is a strong and determined person.

Water 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 May 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:

Create a slideshow or video about the importance of clean water for individuals and communities. Include information about how Salva's organization is helping to address water scarcity in South Sudan. Entries must be submitted to **Water Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *A Long Walk to Water* by Linda Sue Park.

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
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY June 17, 2024.

Name: _____

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

Vocabulary

"Would You Squash This Bug?"

1. **pesticide (PEH-stuh-sahyd)** *noun*; A pesticide is a substance, often containing chemicals, that is used to kill pests such as insects or rodents. Some farmers spray a pesticide to protect their crops from being eaten by bugs.
2. **pollinator (PAH-luh-nay-tuhr)** *noun*; Pollinators are animals, such as insects, bats, and birds, that carry pollen from one plant to another, and in doing so cause the second plant to produce new seeds.

Name: _____

Vocabulary Practice

"Would You Squash This Bug?"

Directions: Circle the best answer to each question.

- 1. Which is most likely to be sprayed with pesticides?**
 - a. the cookies your grandma baked
 - b. a field of spinach growing on a farm
 - c. a new car

- 2. Which describes a pollinator in the act of pollinating?**
 - a. a butterfly landing on your finger
 - b. a bee stinging someone
 - c. a bat flying from flower to flower

Name: _____

Write an Argument Essay

Directions: Read "Would You Squash This Bug?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Is it OK to kill bugs?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think it is OK to kill bugs, one of your supporting details might be that some bugs can pass harmful germs on to us.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think it IS OK to kill bugs, summarize the strongest arguments against squashing insects that the author presents in the article. If you think it is NOT OK to kill bugs, summarize the strongest arguments in favor of squashing insects.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

1. An anecdote (a very short story): Have you ever been really bothered by a bug? What did you do?

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: "Sure, flies buzzing around your food is annoying. But they're living creatures. Don't they deserve _____?"

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

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

STEP 6: SUMMARIZE THE ISSUE

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

Some people think insects are annoying and dangerous, and that it's OK to kill them. 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 it's OK to kill bugs. (See Scope's handout "Essay Kit: 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 "Evaluating Arguments: A Checklist" to evaluate and edit what you have written.

Morphology Scavenger Hunt

Read “Would You Squash This Bug?” from the May issue of *Scope*. Then grab a partner to play tic-tac-toe with, using the board below. Player A should choose a square, fill in the blank with a word from the article, and mark the square with an X or an O. Then it’s Player B’s turn to do the same, using the other letter. Three in a row wins!

<p>This word is derived from the Greek word for “spider,” <i>arachne</i>. (In Greek mythology, Arachne was the name of a talented weaver who challenged the goddess Athena to a weaving contest.) In biology, this term refers to a creature with 8 legs.</p> <p>_____</p>	<p>This word contains the Latin root <i>rept</i>, which comes from the Latin verb <i>reptare</i>, meaning “to creep” or “to crawl.” The suffix <i>ile</i> makes this word a noun.</p> <p>_____</p>	<p>This word is used to express a part of a whole—specifically, how many per 100. It contains the Latin root <i>cent</i>, which means 100.</p> <p>_____</p>
<p>The Greek word for <i>insect</i> is <i>entomon</i>, which means “cut up or divided into segments.” Find the word for someone who studies insects.</p> <p>_____</p>	<p>This word means “to become smaller, fewer, or less.” It contains the prefix <i>de</i>, which means “down.”</p> <p>_____</p>	<p>This word contains the Latin root <i>spec</i>, which means “to look” or “to see.” In this word, the root reflects the idea that organisms can be distinguished from one another based on their observable appearances.</p> <p>_____</p>
<p>This word contains the Latin roots <i>agr</i>, which means “field or country,” and <i>cult</i>, which means “to grow.”</p> <p>_____</p>	<p>The verb form of this word means “to have a place in” or “to occupy.” In the article, the suffix <i>ion</i> is added to this verb, turning it into a noun that means “all the inhabitants of a particular place.”</p> <p>_____</p>	<p>This word contains a prefix that means “ten.”</p> <p>_____</p>

Name: _____

Root Power

**PART 1:
MEANING**

In this issue's Root Power, you learned the Latin root *vis*, which means see. 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 root *vis*.



vis

WORD	MEANING
visit (VIH-ziht; <i>verb or noun</i>)	
envisioned (ihn-VIH-zhend; <i>verb</i>)	
visible (VIH-zuh-buhl; <i>adjective</i>)	
inadvisable (ih-nuhd-VAHY-zuh-buhl; <i>adjective</i>)	
provisions (pruh-VIH-zhuhnz; <i>noun</i>)	

**PART 2:
PRACTICE**

Fill in each blank with a form of one of the words listed here to best complete each sentence: *visit, envisioned, visible, inadvisable, provisions*.

1. Because of the fog, the tall building across from Jordan's apartment is no longer _____. It's as though the whole building has disappeared!
2. My dad always packs plenty of _____ for long car rides.
3. Layla's birthday party was not exactly what she had _____ because the DJ never showed up.
4. The park ranger said that trying to hike that trail today would be _____. It's going to rain, and the ground is going to get very slippery.
5. I'm hoping to _____ my friend in New Zealand over the summer.

**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 root *vis*. Write it below.

2. Using that word, write a sentence that makes the meaning of the word clear. (For example, the sentence "Here are the provisions" does not make the meaning of *provisions* 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 May 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 "Impossible Mountain." 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 root *vis*. **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 June 17, 2024.

Name: _____

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

Vocabulary

"The Amazing History of Breaking" and "Meet an Olympic B-Girl"

- 1. improvise (IM-pruh-vahyz)** *verb*; To improvise is to make or do something on the spot, with no planning or preparation.

In a drama class, if actors improvise a scene, they make it up as they go along, without a script. If you forget to bring a spoon to eat your yogurt with at lunch, you could improvise—perhaps by folding the container's foil lid into a little spoon or by eating the yogurt with a slice of apple.

- 2. mesmerize (MEZ-muh-rahyz)** *verb*; Mesmerize means "to fascinate or completely hold someone's attention or interest." A dazzling fireworks display might mesmerize you; watching paint dry probably would not. When you are mesmerized, you are so interested or amazed that you don't notice or see anything else.

- 3. transcend (tran-SEHND)** *verb*; Transcend means "to go beyond usual limits or expectations; to rise above."

For example, legendary Jamaican sprinter Usain Bolt transcended the boundaries of athletics: He shattered world record after world record, including his own. (He could run 100 meters in 9.58 seconds!)

Name: _____

Vocabulary Practice

"The Amazing History of Breaking" and "Meet an Olympic B-Girl"

Directions: Respond to the prompts below.

1. What is something that mesmerized you as a child? What made it so mesmerizing?
2. Your friend says that she attends dance classes where the students improvise. What does she mean?
3. Rewrite this sentence to include at least one vocabulary word: *Nora's artwork had a magical quality that seemed to go beyond the canvas, capturing the imagination of everyone who saw it.*

Directions: Below are imaginary newspaper headlines. Write the first line of each article such that the meaning of the bolded word is clear.

4. "Public **Mesmerized** by Meteor Shower"
5. "Taylor Swift Forgets Lyrics to Song, **Improvise**s"
6. "**Transcend** the Drama: Leave the Group Chat"

Video Discussion Questions

Beyond the Story: Into the World of Breaking

- 1.** Based on the video, what skills do you think are required for breaking?
- 2.** Olympic B-girl Sunny Choi says that anyone can try breaking because all you need is a floor and music. How does the video support this idea?
- 3.** If you haven't already, would you try breaking? Why or why not?

Name: _____

Close-Reading Questions

"The Amazing History of Breaking" and "Meet an Olympic B-Girl"

"The Amazing History of Breaking"

1. What role did singer and dancer James Brown play in the rise of breaking? (key ideas and details, summarizing)

2. The authors write, "As breaking gained popularity, house parties could no longer contain the dancers. Breakers moved to parks and other outdoor spaces." What do they mean? (interpreting text)

3. How does the section "From Streets to Screens" contribute to the article? (text structure)

4. Consider the sidebar "Global Moves." Why might the authors have included it? (text features, key ideas and details)

"Meet an Olympic B-Girl"

1. Sunny says she loves breaking because "anyone can try it: All you need is a floor and music. So you have people from all walks of life." What does she mean? Find a line or lines in "The Amazing History of Breaking" that express a similar idea. (interpreting text, synthesis)

Name: _____

Critical-Thinking Questions

“The Amazing History of Breaking” and “Meet an Olympic B-Girl”

- 1.** The article explains that breaking gained global popularity in part thanks to movies and television. How do dances gain popularity today?
- 2.** Sunny says that breaking is more about showing who you are than trying to be perfect. What might be valuable or helpful about approaching an activity this way?
- 3.** In general, what criteria do you think a sport should meet to be included in the Olympic Games?

Name: _____

Featured Skill: Synthesis

Directions: Read “The Amazing History of Breaking” and “Meet an Olympic B-Girl.” Then use this activity to help you respond to the prompt that follows the article and the interview.

The prompt says:

Imagine you’re a sports reporter introducing B-girl Sunny Choi and Team USA at the 2024 Summer Olympics. Record a segment (audio or video) that gives viewers a brief overview of breaking’s history and enduring popularity.

In your segment, you will be providing an overview of breaking’s history, so it makes sense to organize your segment chronologically—that is, to organize the events you mention in the order they happened.



The following pages will prepare you to summarize what happened in the history of breaking during a series of time periods.

Early 1970s: Breaking Is Born

Take notes on the *most important* information from the article about this time period.

Questions to answer:

- Where did breaking start?
- How did breaking start?
- Who created breaking?
- What inspired breakers?
- What were breakers called?

Late 1970s: Breaking Begins to Spread

Take notes on the *most important* information from the article about this time period.

Questions to answer:

- How and why did breaking spread?
- What new group of people started breaking?
- What new kind of event started in the breaking world?

1980s: Breaking Goes Global

Take notes on the *most important* information from the article about this time period.

Questions to answer:

- Why did breaking become more popular?
- Where did breaking become popular?
- How did breaking itself change over time?

1990s-Now: Breaking Goes On

Take notes on the *most important* information from the article about this time period.

Questions to answer:

- What has happened to breaking over the past several decades?
- What is happening for the first time this summer?
- In what way has breaking stayed the same over time?

Now you're ready to write the narration for your segment.

- ★ For each of the four time periods you took notes about, write just one paragraph.
- ★ Remember that you are also introducing Sunny Choi and the U.S. Olympic breaking team. Your introduction of the dancers can come before or after your segment about the history of breaking—just make sure you don't forget it!
- ★ Once you've written the narration for your segment, it's time to turn it into an audio or video recording. Think about what music clips you might want to add and, if you are making a video, what images or video clips you might want to include.

CHOICE BOARD

"THE AMAZING HISTORY OF BREAKING" & "MEET AN OLYMPIC B-GIRL"

Imagine you're a sports reporter introducing B-girl Sunny Choi and Team USA at the 2024 Summer Olympics. Record a segment (audio or video) that gives viewers a brief overview of breaking's history and enduring popularity.

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

With at least one classmate, go to Scope Online and read or listen to "[Ready. Set. Jump!](#)", an article about the rise of double Dutch. Then create a Venn diagram that compares and contrasts the rise of breaking with the rise of double Dutch.

Create a timeline of the history of breaking that highlights key events, influential figures, and significant milestones in its development. Include dates, descriptions, and images to illustrate each entry.

Watch videos of breaking tutorials to learn some basic breaking moves such as the coffee grinder, the kick side step, the shoulder freeze, and the L-kick. Practice these moves and document your progress through photos or videos. Write a reflection on your experience and share your challenges or successes.

Name: _____

Finding and Using Text Evidence

Directions: Read "The Amazing History of Breaking." Then complete this activity to practice finding and using text evidence.

Imagine that you are writing a paragraph explaining one reason why breaking is still popular.

1. **Which is the BEST topic sentence for your paragraph?**
 - A. Millions of people first saw breaking in the 1983 movie *Flashdance*.
 - B. Breaking is still popular because anyone can easily try it.
 - C. Breaking is still popular because it's an Olympic sport.

2. **Which information from the article BEST supports the sentence you chose in Question 1?**
 - A. "Still, 50 years after it started, breaking remains much the same. It doesn't require pricey equipment or expensive training, just a desire to express yourself." (p. 16)
 - B. "And this year, breaking will make its debut as an Olympic sport at the Summer Games in Paris." (p. 16)
 - C. "Frenzied fans bought how-to videos and special breaking mats." (p. 16)

3. **Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?**
 - A. It explains why breaking is easy to try and therefore popular: it doesn't require expensive equipment or training.
 - B. It explains how the movie *Flashdance* made breaking popular.
 - C. It shows that breaking is an Olympic sport.

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:

Breaking draws inspiration from many different places.

- A. "Groups of dancers called crews began battling each other in thrilling dance-offs." (p. 15)
- B. "Their moves were inspired by everything from traditional African dances to kung fu movies." (p. 15)
- C. "As breaking gained popularity, house parties could no longer contain the dancers." (p. 15)

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. James Brown played a key role in the development of breaking. "After seeing Brown dance on TV, Black teens in the Bronx began imitating his style at parties, adding their own moves to the mix. And just like Brown, they would save their best moves for the breaks in the music."
- B. "After seeing Brown dance on TV, Black teens in the Bronx began imitating his style at parties, adding their own moves to the mix. And just like Brown, they would save their best moves for the breaks in the music." Ultimately, this led to the development of breaking. Without Brown, this dance style may never have existed.
- C. James Brown played a key role in the development of breaking. As authors Anna Starecheski and Mary Kate Frank explain, "After seeing Brown dance on TV, Black teens in the Bronx began imitating his style at parties, adding their own moves to the mix. And just like Brown, they would save their best moves for the breaks in the music" (15). Ultimately, this led to the development of breaking. Without Brown, this dance style may never have existed.

I chose _____ because _____

6. Now it’s your turn. Write a paragraph explaining how breaking spread beyond the Bronx. 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 "The Amazing History of Breaking." Then complete this activity to practice finding text evidence.

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

STATEMENT:

Breaking is athletic.

- A.** "And this year, breaking will make its debut as an Olympic sport at the Summer Games in Paris." (p. 16)
- B.** "Kids he knew were dancing in front of the camera." (p. 16)
- C.** "Known by names like Crazy Legs and Frosty Freeze, they came up with superhuman moves—like spinning on their heads or backs in a seemingly impossible whirl." (p. 15)

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

STATEMENT:

Breaking draws inspiration from many different places.

- A.** "Groups of dancers called crews began battling each other in thrilling dance-offs." (p. 15)
- B.** "Their moves were inspired by everything from traditional African dances to kung fu movies." (p. 15)
- C.** "As breaking gained popularity, house parties could no longer contain the dancers." (p. 15)

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:

It is easy to try breaking.

Line or group of lines that supports the statement:

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

Name: _____

Paired Texts Quiz

Directions: Read “The Amazing History of Breaking” and “Meet an Olympic B-Girl” from the May issue of *Scope*. Then answer the questions below.

1. The authors write, “They flowed through fancy footwork. They spun on their heads. They flipped upside down.” These lines _____. Choose TWO.
 - A. help you visualize breakers and what they do
 - B. help explain why breaking started
 - C. explain what kind of music breakers danced to
 - D. tell you that breaking was athletic and creative
2. The authors write, “The Bronx was also a vibrant community full of creative young people.” They mean that the Bronx was _____.
 - A. dull and uninteresting
 - B. quiet and peaceful
 - C. full of life and energy
 - D. very bright and intense
3. Consider the line: “In 1984, more than 100 breakers performed alongside singer Lionel Richie at the closing ceremony of the Los Angeles Olympics.” This line _____.
 - A. shows how many breakers there were in the 1980s
 - B. supports the idea that breaking is athletic
 - C. explains why breaking became an Olympic sport
 - D. supports the idea that breaking had become very popular by the 1980s
4. Consider this line: “Their moves were inspired by everything from traditional African dances to kung fu movies.” Which line expresses a similar idea?
 - A. “Breakers have been inspired by many art forms from around the world.”
 - B. “Young people—from kindergarteners to college students—would gather to enjoy the music.”
 - C. “Breakers moved to parks and other outdoor spaces.”
 - D. “They began looking for creative ways to extend the breaks of songs so dancers had more time to shine.”
5. In the interview, Sunny Choi says, “I also love how anyone can try it: All you need is a floor and music.” Which line from the article expresses a similar idea?
 - A. “Breaking soon spread far beyond the Bronx.”
 - B. “Kids he knew were dancing in front of the camera.”
 - C. “It doesn’t require pricey equipment or expensive training, just a desire to express yourself.”
 - D. “As it grew more popular, breaking became increasingly athletic and acrobatic.”
6. Both the article and the interview _____. Choose TWO.
 - A. support the idea that breaking is now popular around the world
 - B. support the idea that breaking requires athleticism and creativity
 - C. explain how breaking got its start
 - D. explain how breaking became popular

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

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Name: _____

Paired Texts Quiz

Directions: Read “The Amazing History of Breaking” and “Meet an Olympic B-Girl” from the May issue of *Scope*. Then answer the questions below.

- The authors write, “They flowed through fancy footwork. They spun on their heads. They flipped upside down.” These lines _____. Choose TWO.**
 - help you picture breakers dancing
 - help explain why breaking started
 - explain what kind of music breakers danced to
 - tell you that breaking was athletic
- The authors write, “The Bronx was also a vibrant community full of creative young people.” *Vibrant* means _____.**
 - dull
 - peaceful
 - full of energy
 - crowded
- Consider the line: “In 1984, more than 100 breakers performed alongside singer Lionel Richie at the closing ceremony of the Los Angeles Olympics.” This line _____.**
 - shows how many breakers there were in the 1980s
 - shows how breaking is athletic
 - explains why breaking became an Olympic sport
 - shows that breaking was popular in the 1980s
- Consider this line: “Their moves were inspired by everything from traditional African dances to kung fu movies.” Which of the following expresses a similar idea?**
 - the sidebar “Global Moves”
 - the section “From Streets to Screens”
 - the sidebar “What Is Hip-Hop?”
 - the introduction
- In the interview, Sunny Choi says, “I also love how anyone can try it: All you need is a floor and music.” Which line from the article expresses a similar idea?**
 - “Breaking soon spread far beyond the Bronx.”
 - “Kids he knew were dancing in front of the camera.”
 - “It doesn’t require pricey equipment or expensive training, just a desire to express yourself.”
 - “As it grew more popular, breaking became increasingly athletic and acrobatic.”
- Both the article and the interview _____. Choose TWO.**
 - support the idea that breaking is now popular around the world
 - support the idea that breaking requires athleticism and creativity
 - explain how breaking got its start
 - explain how breaking became popular

Constructed-Response Questions

7. According to the article, how was breaking first created?

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Breaking 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 May 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're a sports reporter introducing B-girl Sunny Choi and Team USA at the 2024 Summer Olympics. Record a segment (audio or video) that gives viewers a brief overview of breaking's history and enduring popularity. Entries must be submitted to **Breaking Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Life in Motion* by Misty Copeland.

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
- ✓ use of information from both texts
- ✓ clarity and good organization

ENTRIES MUST BE RECEIVED BY June 17, 2024.

Name: _____

Vocabulary

Storm Chaser

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

1. **intact (in-TAKT)** *adjective*; Something that is intact has not been broken or damaged. It's complete or whole. Eggs that have not been cracked are intact.
2. **meteorologist (mee-tee-uh-RAH-luh-jist)** *noun*; Meteorology (mee-tee-uh-RAH-luh-jee) is a science that deals with the atmosphere, weather, and weather forecasting. A meteorologist is a scientist who studies meteorology—in other words, a scientist who studies processes in Earth's atmosphere that cause weather conditions.
3. **radar (RAY-dahr)** *noun*; Radar is a device or system used to locate objects. It works by sending out waves of energy and measuring how long it takes for the waves to bounce back after they hit an object. Radar can determine an object's position, its speed if it's moving, and, sometimes, its size. Ships and airplanes use radar to find their way. The military uses radar to track targets. The police use radar to check how fast people are driving. Meteorologists use a special type of radar called Doppler radar to locate storms and help predict the weather.
4. **raze (rayz)** *verb*; To raze something is to tear it down to the ground. Homes and buildings can be razed by a tornado.
5. **transfix (trans-FIKS)** *verb*; To transfix someone is to cause them to hold still in wonder, fear, or amazement. If you are transfixed by something, it's as though you've been frozen—you can't tear yourself away, and you can't stop staring at it.
6. **vortex (VOR-teks)** *noun*; A vortex is a mass of air or fluid that spins around very fast and pulls things toward a center cavity (open space)—like a tornado or a whirlpool. The plural of *vortex* is *vortices* (VOR-tuh- seez).
7. **weather vane (WEH-thuhr vayn)** *noun*; A weather vane is a mechanical device attached to something high (like a rooftop) that rotates to show which way the wind is blowing.

4. How do Scenes 2 and 3, which take place in the decade before the Super Outbreak, help the audience to better understand the rest of the play? (text structure)

5. In Scene 6, the narrators describe how Pam's home is mostly intact, while her neighbor's house was destroyed. According to Fujita's theory of multiple vortices (described in Scene 3), why is this the case? (inference, text evidence)

6. How does the brief encounter between Fujita and Pam affect both of their lives? (inference, cause and effect)

Name: _____

Critical-Thinking Questions

Storm Chaser

1. In Scene 7, Pam asks Fujita, “Are you a detective?” Fujita responds, “In a way.” How is Fujita’s job similar to that of a detective?

2. Why is it important for scientists to study natural disasters?

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read *Storm Chaser*. 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 Pam, working as a professor in 1999. Write a speech to give to students about Ted Fujita’s impact on you, the field of meteorology, and people everywhere.

Guiding Questions

<p>1. How did Ted Fujita change or affect Pam’s life? <i>HINT: Look for clues in Scenes 7 and 8.</i></p>	<p>2. How did Fujita change or affect the field of meteorology, the branch of science focused on weather? <i>HINT: Look for clues in the epilogue and the play’s text features.</i></p>	<p>3. How did Ted Fujita change or affect people’s lives? <i>HINT: Look for clues in the epilogue and the play’s text features.</i></p>

Here is an outline you can use for your speech:

Introduction

**Body Paragraph 1:
Fujita’s impact on me (Pam)**

**Body Paragraph 2:
Fujita’s impact on the field of meteorology**

**Body Paragraph 3:
Fujita’s impact on people everywhere**

Conclusion

INTRODUCTION and BODY PARAGRAPH 1

Reminder: You are writing the speech from Pam’s point of view—not your own!

The introduction should include:

- ☐ an explanation of who you are
- ☐ a brief summary of who Ted Fujita is and why you are speaking about him

Body Paragraph 1 should include:

- ☐ how Ted Fujita impacted you
Tip: See your answer to Guiding Question 1.

BODY PARAGRAPH 2

Body Paragraph 2 should include:

- ☐ how Ted Fujita impacted the field of meteorology
Tip: See your answer to Guiding Question 2.

BODY PARAGRAPH 3 AND CONCLUSION

Body Paragraph 3 should include:

- ☐ how Ted Fujita impacted people everywhere
Tip: See your answer to Guiding Question 3.
Tip: This paragraph can be shorter than Body Paragraphs 1 and 2.

Conclusion should include:

- ☐ one or two closing lines. You could thank Fujita or briefly summarize his legacy/impact.

CHOICE BOARD

STORM CHASER

Imagine you are Pam, working as a professor in 1999. Write a speech to give to students about Ted Fujita's impact on you, the field of meteorology, and people everywhere.

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

2024 marks the 50th anniversary of the Super Outbreak of 1974. Create a special anniversary broadcast about the Super Outbreak. Be sure to include some interviews—perhaps with Pam and others who experienced the storm as well as with experts.

Imagine you are Ted Fujita, presenting your recently proven theory of multiple vortices at a meteorology conference. Write your speech, explaining the theory and how you proved it. End your speech by giving advice to colleagues just starting out in the field who may be hesitant to propose new ideas.

Imagine that *Storm Chaser* is being made into a movie. Create a trailer for the movie.

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 *Storm Chaser*. Then answer the questions or follow directions to fill in the chart.

Clues	Inference
<p>Consider this line from Scene 1:</p> <p>Historian: Fujita worked to unravel the mysteries of these deadly storms by painstakingly studying the damage caused by tornadoes. But after nearly two decades, there remained an important puzzle he had yet to fully solve.</p>	<p>1. What is the “important puzzle” the Historian refers to?</p>
<p>Consider these lines from Scene 3:</p> <p>Henson: The house that was destroyed was in the path of one of the suction vortices?</p> <p>Fujita: That's right.</p> <p>Dryers: But you've never actually seen this.</p> <p>Fujita: Not to have seen something doesn't mean it doesn't exist.</p> <p>SD2: The room is silent.</p>	<p>2. Why is the room silent?</p>

Clues	Inference
<div>3. Record lines that support the inference at right.</div>	<div>Fujita is confident in his theory even though his colleagues do not believe it is correct.</div>
<div>4. Record lines that support the inference at right.</div>	<div>Pam feels sad about her family’s recent move from California to Ohio.</div>

Clues	Inference
<p>Consider these lines from Scene 7:</p> <p>Fujita (<i>smiling</i>): It is. I'm studying the damage to help piece together what happened.</p> <p>Pam: Any idea why our house is still standing and the others aren't?</p> <p>Fujita: I have a guess, but I can't say for sure. Do you mind if I take some photographs?</p> <p>SD3: A look of realization flickers across Pam's face.</p> <p>Pam: Wait here!</p>	<p>5. Explain the "look of realization" that "flickers across Pam's face."</p>
<p>Consider these lines from the Epilogue:</p> <p>Pam: Can anyone tell me who Ted Fujita is?</p> <p>Student: He developed the scale we use to rate the strength of tornadoes: the Fujita scale.</p> <p>Pam: That's correct. He did develop the Fujita scale—among many other things.</p> <p>SD2: Pam looks up at a photo of a man in a dark suit and wire-framed glasses that hangs on a wall of her classroom and smiles.</p>	<p>6. Who is the man in the photo, and why does Pam smile up at him?</p>

Name: _____

Storm Chaser Quiz

Directions: Read *Storm Chaser* from the May issue of *Scope*. Then answer the questions below.

1. How is Ted Fujita characterized in Scene 3?

- A. frustrated and discouraged
- B. kind and helpful
- C. patient and determined
- D. difficult and unfriendly

2. Which line best supports your answer to Question 1?

- A. **Fujita:** These marks crop up a lot during my research.
- B. **Fujita:** Yes. These vortices spin around the main funnel, sucking up debris like superpowered vacuums.
- C. **Gleeson:** Intriguing. Let's talk when there's more to go on.
- D. **Fujita:** You should never be scared to propose new ideas. Proof will emerge. It's our job to find it when it does.

3. In Scene 5, SD1 says, "The swirling gray mass engulfs a nearby barn." Based on context clues, *engulf* means _____.

- A. to swallow up or cover completely
- B. to pass by
- C. to brush against
- D. to set on fire

4. Consider these lines from Scene 7:

Pam: Any idea why our house is still standing and the others aren't?

Fujita: I have a guess, but I can't say for sure. Do you mind if I take some photographs?

What is Fujita's guess?

- A. The tornado that hit Pam's neighborhood wasn't that strong.
- B. The tornado that hit Pam's neighborhood had multiple vortices.
- C. Pam's house had an especially strong foundation.
- D. Pam's house was not in the path of the storm at all.

5. The purpose of the epilogue is to _____. Choose TWO.

- A. show that Pam's encounter with Fujita greatly influenced her life
- B. explain how Fujita got his nickname, Mr. Tornado
- C. acknowledge Fujita's achievements after the Super Outbreak
- D. show that tornadoes became a popular topic to study

6. Which of the following are themes of the play? Choose TWO.

- A. Ambition is dangerous.
- B. The environment is everyone's responsibility.
- C. Making a difference can take time and patience.
- D. Determination pays off.

Name: _____

Storm Chaser Quiz

Directions: Read *Storm Chaser* from the May issue of *Scope*. Then answer the questions below.

1. **Scene 3 reveals that Ted Fujita was a _____ person.**
 - A. frustrated
 - B. helpful
 - C. determined
 - D. difficult
2. **Which line best supports your answer to Question 1?**
 - A. **Fujita:** These marks crop up a lot during my research.
 - B. **Fujita:** Yes. These vortices spin around the main funnel, sucking up debris like superpowered vacuums.
 - C. **Gleeson:** Intriguing. Let's talk when there's more to go on.
 - D. **Fujita:** You should never be scared to propose new ideas. Proof will emerge. It's our job to find it when it does.
3. **Consider these lines from Scene 5:**
SD1: The swirling gray mass engulfs a nearby barn.
SD2: Wood splinters with a thunderous crack. Pieces of the barn are scattered into the wind like red confetti.
These lines tell you that the barn was _____.
 - A. destroyed
 - B. skipped by the storm
 - C. old
 - D. set on fire
4. **Pam's house is still standing after the tornado because _____.**
 - A. the tornado was weak
 - B. the house was not in the path of one of the storm's vortices
 - C. the house was well-built
 - D. the storm was very strong
5. **The purpose of the epilogue is to _____. Choose TWO.**
 - A. show that Pam's encounter with Fujita greatly influenced her life
 - B. explain how Fujita got his nickname, Mr. Tornado
 - C. acknowledge Fujita's achievements after the Super Outbreak
 - D. show that tornadoes became a popular topic to study
6. **Which of the following ideas does the play support? Choose TWO.**
 - A. Ambition is dangerous.
 - B. The environment is everyone's responsibility.
 - C. Making a difference can take time and patience.
 - D. Determination pays off.

Name: _____

Constructed-Response Questions

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

7. In Scene 1, the Historian says, “A tornado can change your life in an instant. It is a defining moment—there is life before the tornado, and there is life after.” How did the Super Outbreak change Pam’s life? Use text evidence to support your answer.
8. How does Ted Fujita show determination in the play? Use text evidence to support your answer.

Name: _____

Word Scales

Read *Storm Chaser* from the May issue of *Scope*. Then complete the activity below to deepen your understanding of word meanings and relationships. Be sure to have a dictionary handy.

The original Fujita Scale rates tornadoes by degree of intensity and damage:

SCALE	WIND SPEED	TYPE OF DAMAGE
F0	40-72 MPH	Light
F1	73-112 MPH	Moderate
F2	113-157 MPH	Considerable
F3	158-206 MPH	Severe
F4	207-260 MPH	Devastating
F5	261-318 MPH	Incredible

Here are definitions for the words in the scale:

light: of little intensity, power, or force

moderate: not extreme

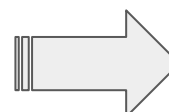
considerable: large in size, amount, or quantity

severe: intensely or extremely bad in degree or quality

devastating: causing great damage or harm; incredibly destructive

incredible: extraordinary and hard to believe

Go to the next page for more on word scales.



Name: _____

Sets of related words can also describe varying degrees of intensity. Let's consider a few sets. Use your dictionary if needed.

- 1. Define the words below. Then explain how they relate to one another.**

content

happy

joyful

ecstatic

content:

happy:

joyful:

ecstatic:

How the words relate:

- 2. Place each of the words below on the scale according to its level of intensity.**

interested, curious, obsessed, captivated

--	--	--	--

- 3. Try another one.**

fearful, anxious, petrified, terrified

--	--	--	--

- 4. Consider the words at each end of this scale. Fill in the two blank boxes with words of your choice.**

smart

genius

Fujita 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 May 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 Pam, working as a professor in 1999. Write a speech to give to students about Ted Fujita's impact on you, the field of meteorology, and people everywhere. Entries must be submitted to **Fujita Contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *Eye of the Storm* by Kate Messner.

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
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY June 17, 2024.

Name: _____

Watch or listen
to Joseph
Bruchac read his
poem at Scope
Online.

Analyzing Poetry:

"Birdfoot's Grampa" by Joseph Bruchac

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

1. Who is the old man in the first line of the poem? Who is the speaker of the poem?
How do you know?
2. Why does the grandfather keep stopping the car and getting out?
3. Consider the way poet Joseph Bruchac describes the toads in the first stanza: "the small toads blinded / by our lights and leaping, / live drops of rain." Describe the scene these lines create in your mind.

- 4.** Consider these lines from the third stanza: "But, leathery hands full / of wet brown life." Why might the poet have described the grandfather holding the toads this way instead of just writing "he held toads in his hands"? In other words, what do these lines offer or express that a more basic description would not?
- 5.** How does the speaker feel about his grandfather stopping to move the toads off the road, and why does he feel this way? Which lines tell you this?
- 6.** Does the grandfather seem angry about his grandchild's complaints? Does the grandfather seem like he is going to stop moving the toads off the road? Support your answers with details from the poem.

7. The grandfather says that the toads "have places to go / too." Where might a toad need to go?

8. How does the grandfather saying the toads "have places to go / too" connect to another line in the poem?

9. When the grandfather says the toads "have places to go / too," what idea about the value or importance of the toads' lives is he expressing?

10. What do you think of the grandchild's argument "you can't save them all" as a reason not to bother moving any of the toads out of the way of the car?

Toad 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 May 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 is the message of "Birdfoot's Grampa"? Explain in a short response, using details from the poem to support your answer. Entries must be submitted to **Toad Contest** by a teacher, parent, or legal guardian. Three winners will each get *Peacemaker* by Joseph Bruchac.

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

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY June 17, 2024.

Name: _____

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

Vocabulary

"Into the Tunnel"

1. **ellipsis (ih-LIP-suhss)** *noun*; An ellipsis (informally known as "dot, dot, dot") is a punctuation mark made up of three dots. An ellipsis can represent a pause or suggest that something has been left out or left unsaid. For example:

To be continued . . .

"But . . . I . . ." sobbed the boy.

In text messaging apps, an ellipsis appears when a message is being written.

2. **skitter (SKIH-tuhr)** *verb*; To skitter is to move quickly and lightly over a surface. As in, "Colorful leaves skittered over the lawn as the breeze blew" or "We watched the ants skittering along the sidewalk."

3. **waft (wahft)** *verb*; *Waft* means "to float or drift through the air." If you bake fresh chocolate chip cookies, the scent might waft through the house, tempting your family to come to the kitchen and eat some.

Name: _____

Vocabulary Practice

"Into the Tunnel"

Directions: Fill in each blank with a form of one of the words below to best complete each sentence.

ellipsis

skitter

waft

1. Mona jumped when she turned on the kitchen light and saw a mouse _____ across the floor.
2. The classroom windows were open, allowing the scent of roses to _____ in with the breeze.
3. Moussa had just gotten to the most exciting part of the novel when the chapter ended in a(n) _____.

Close-Reading Questions

“Into the Tunnel”

1. Describe the mood of paragraph 1. Which details help create this mood? (mood)
2. Wondering why Timothy has abruptly stopped texting, Maribel thinks, “Why hadn’t he hit send? Was he lost? Was he bleeding? Were spiders crawling in his eye sockets?” What is the author’s purpose for including these rhetorical questions? (author’s purpose, text structure)
3. Summarize the difference between the main character in Timothy’s *Magnificent Maribel* and the person Maribel sees when she looks in the mirror. Why might the way Timothy sees Maribel be different from the way Maribel sees herself? (character)

- 4.** Explain the meaning of the following lines: "And maybe that was OK—not to be the one who does the brave thing. Maybe it was OK to be a supporting character and not the main one." (figurative language)
- 5.** Describing Maribel's reaction to Timothy's disappearance, the author writes, "Still, after Timothy went silent, Maribel didn't hesitate. She hopped on her bike and pedaled as fast as she could." Then, the author writes, after standing at the tunnel's entrance and shouting Timothy's name, Maribel "marched inside." What do these details tell you about Maribel? (character)
- 6.** Consider the last line of the story. How has the tunnel changed Maribel? (character)

Name: _____

Critical-Thinking Questions

"Into the Tunnel"

1. Do you think everyday people can be heroes? Why or why not?

2. Is bravery a trait people must be born with, or can it be developed?

Name: _____

Featured Skill: Character

Directions: Read "Into the Tunnel." 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:

Write two monologues: one from Timothy's perspective and one from Maribel's. Stay true to the characters as they share their thoughts on the events in the tunnel and about each other.

What's a monologue?

A monologue is a long speech made by one character in a play or movie. The character is usually addressing the audience or other characters, and sharing their thoughts, feelings, or experiences.

Before you start to write, it's important to examine both Timothy's and Maribel's thoughts, actions, words, and appearances, as well as their interactions with each other!

WRITING STEPS:

- 1) Answer the questions about Maribel in the "Character Thinking Tool" on pages 2 and 3.
- 2) Answer the questions about Timothy in the "Character Thinking Tool" on pages 4 and 5.
- 3) Write the monologues in a separate document. Be sure to write in first-person point of view, using the pronoun "I."

Character Thinking Tool #1

The questions in this section are about the character of:
Maribel

1. What emotions does Maribel feel when she realizes that Timothy may be in danger? How do you know?

2. Consider these lines from the story:
When Maribel looked in the mirror, she saw the kind of kid who always had her Chromebook charged, who always had an extra pen to lend you, whose style wasn't unfashionable but wasn't trendy either. Maribel was neither remarkable nor memorable. She just sort of blended into the background.
What do these lines reveal about how Maribel views herself?

3. How does Maribel demonstrate bravery throughout the story?

Character Thinking Tool #1

The questions in this section are about the character of:
Maribel

4. Do Maribel’s acts of bravery fit in with how Maribel views herself? Why or why not?
5. Based on Maribel’s thoughts, words, and interactions, what character traits do you think describe her? List at least two. (Tip! Try to think beyond words like *good* or *nice*. Feel free to use the character traits word bank below.)

CHARACTER TRAITS

(*Pssst!* If you’re unsure about a word’s meaning, use a dictionary.)

caring	compassionate	considerate	unselfish
brave	understanding	inventive	curious
selfish	mischievous	impatient	reckless

Character Thinking Tool #2

The questions in this section are about the character of:
Timothy

- 1. Consider these lines from the beginning of the story:**
No one knew how far [the tunnel] went—or when it was built or why.
Not Timothy though. He had the kind of fierce curiosity that would land humans on Mars one day. It also got him into trouble.
According to these lines, why might Timothy have entered the tunnel?
- 2. How do you think Timothy felt when he realized he was injured and would not be able to get out of the tunnel on his own? How do you think Timothy felt when Maribel came to his rescue?**
- 3. Consider Timothy’s graphic novel *Magnificent Maribel*. What might it reveal about how Timothy views the real Maribel?**

Character Thinking Tool #2

The questions in this section are about the character of:
Timothy

- 4. Consider these lines from the end of the story:**
“Hey, M . . .” Timothy trailed off. “Do you know what you did?”
“What?”
“You saved me. You literally saved me.”
“Sure, I’m a real hero,” she said, wiping sweat off her face.
“Of course you are,” he said. “You always have been.”
What do these lines reveal about how Timothy views Maribel? How is his view different from Maribel’s view of herself?
- 5. Based on Timothy’s thoughts, words, and interactions, what character traits do you think describe him? List at least two. (Tip! Try to think beyond words like *good* or *nice*. Feel free to use the character traits word bank below.)**

CHARACTER TRAITS

(Pssst! If you’re unsure about a word’s meaning, use a dictionary.)

caring	compassionate	considerate	unselfish
brave	understanding	inventive	curious
selfish	mischievous	impatient	reckless

CHOICE BOARD

"INTO THE TUNNEL"

Write two monologues: one from Timothy's perspective and one from Maribel's. Stay true to the characters as they share their thoughts on the events in the tunnel and about each other.

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

Create a short sequel to Timothy's graphic novel *Magnificent Maribel*. The sequel should tell the story of how Maribel came to Timothy's rescue inside the tunnel.

Imagine that this story is being turned into a video game. In one to three paragraphs, give a summary of the game. Be sure to include a name, the goal of the game, what the visuals and music would be, and why the game would be popular.

What would Timothy have said to Maribel if his phone had worked? Imagine that Timothy did not lose cell phone service. Write a series of texts between Maribel and Timothy, starting with the text Maribel never sees that causes the "maddening ellipsis."

Name: _____

“Into the Tunnel” Quiz

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

1. **At the start of the story, how would Maribel characterize herself?**
 - A. brave, bold, and daring
 - B. confident, charming, and outgoing
 - C. intelligent, curious, and talented
 - D. ordinary, dependable, and average
2. **Which lines support your answer to Question 1? Choose THREE.**
 - A. “When Maribel looked in the mirror, she saw the kind of kid who always had her Chromebook charged, who always had an extra pen to lend you, whose style wasn’t *unfashionable* but wasn’t trendy either.”
 - B. “Maribel was neither remarkable nor memorable. She just sort of blended into the background.”
 - C. “Maybe it was OK to be a supporting character and not the main one.”
 - D. “Still, after Timothy went silent, Maribel didn’t hesitate. She hopped on her bike and pedaled as fast as she could.”
3. **Consider these lines from the story:**

“Now here she was, standing at the tunnel’s entrance, shuddering at the cobwebs shimmering in the afternoon light and peering into the inky darkness ahead.
‘Timothy?’ she called out. ‘TIMOTHY!’
And then, she marched inside.”

How is Maribel feeling at this moment?

 - A. terrified but excited
 - B. fearless and bold
 - C. scared but determined
 - D. nervous and upset
4. **Consider this line: “Maribel staggered out of the tunnel, then knelt down as gently as she could.” Which is the definition of *stagger*?**
 - A. to walk quickly
 - B. to move unsteadily
 - C. to wander aimlessly
 - D. to creep cautiously
5. **Consider these lines from the story:**

“‘Sure, I’m a real hero,’ she said, wiping sweat off her face.
‘Of course you are,’ he said. ‘You always have been.’”

What do these lines reveal? Choose TWO.

 - A. Timothy likes to make fun of Maribel.
 - B. Timothy admires Maribel.
 - C. Timothy has always viewed Maribel differently than she has viewed herself.
 - D. Timothy does not see Maribel for who she really is.
6. **Which are themes of the story? Choose TWO.**
 - A. Sometimes friends know us better than we know ourselves.
 - B. Even heroes need help from others.
 - C. People should follow their dreams.
 - D. Facing your fears can change you.

Name: _____

Constructed-Response Question

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

7. Why was entering the tunnel such an important moment for Maribel? Support your answer with text evidence.

Name: _____

“Into the Tunnel” Quiz

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

1. **At the start of the story, how would Maribel describe herself?**
 - A. brave and daring
 - B. confident and charming
 - C. smart and curious
 - D. ordinary and dependable
2. **Which lines support your answer to Question 1? Choose THREE.**
 - A. “When Maribel looked in the mirror, she saw the kind of kid who always had her Chromebook charged, who always had an extra pen to lend you, whose style wasn’t *unfashionable* but wasn’t trendy either.”
 - B. “Maribel was neither remarkable nor memorable. She just sort of blended into the background.”
 - C. “Maybe it was OK to be a supporting character and not the main one.”
 - D. “Still, after Timothy went silent, Maribel didn’t hesitate. She hopped on her bike and pedaled as fast as she could.”
3. **Consider these lines from the story:**

“Now here she was, standing at the tunnel’s entrance, shuddering at the cobwebs shimmering in the afternoon light and peering into the inky darkness ahead.
‘Timothy?’ she called out. ‘TIMOTHY!’
And then, she marched inside.”

These lines tell you that Maribel _____.

 - A. is angry at Timothy
 - B. is not scared
 - C. is scared of the tunnel but determined to save Timothy
 - D. may get bitten by a spider inside the tunnel
4. **Consider this line: “Maribel staggered out of the tunnel, then knelt down as gently as she could.” To stagger is to move _____.**
 - A. quickly
 - B. unsteadily
 - C. gracefully
 - D. cautiously
5. **Consider these lines from the story:**

“‘Sure, I’m a real hero,’ she said, wiping sweat off her face.
‘Of course you are,’ he said. ‘You always have been.’”

These lines tell you that Timothy _____. Choose TWO.

 - A. likes to make fun of Maribel
 - B. admires Maribel
 - C. has always seen Maribel as courageous
 - D. does not see Maribel for who she really is
6. **By the end of the story, Maribel learns that _____. Choose TWO.**
 - A. she is braver than she thought
 - B. Timothy is not as brave as she thought
 - C. people should follow their dreams
 - D. it’s important to face your fears

Name: _____

Constructed-Response Question

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

7. Why was entering the tunnel an important moment for Maribel? Support your answer with text evidence.

Tunnel 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 May 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Write two monologues: one from Timothy's perspective and one from Maribel's. Stay true to the characters as they share their thoughts on the events in the tunnel and about each other.

Entries must be submitted to **Tunnel Contest** by a teacher, parent, or legal guardian.

Three winners will each receive a *Scope* notebook.

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

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY June 17, 2024.

Name: _____

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

Vocabulary

"When Ice Ruled the World"

- 1. blustery (BLUH-stuh-ree)** *adjective*; The verb *bluster* means "to blow in stormy noisy gusts." *Blustery* is used to describe very windy weather.
- 2. insulated (IN-suh-lay-tehd)** *adjective*; If something is insulated, it is protected with a material that prevents heat, sound, or electricity from passing through. Houses usually have insulated walls to keep temperatures steady. In the winter, insulated walls help keep heat inside. In the summer, insulated walls help stop hot air from coming in.
- 3. plow (plow)** *noun*; A plow is a tool or machine used to prepare the ground for a certain purpose. A plow in a field digs up the soil and prepares it for planting. A snowplow clears snow out of the way. In the article, a plow is used to cut the ice on a frozen pond or river.

Name: _____

Vocabulary Practice

"When Ice Ruled the World"

Directions: Circle the best answer to each question.

1. For which activity would you NOT use a plow?

- a. to prepare a field to plant corn
- b. to clear a snowy road
- c. to vacuum a living room

2. A blustery day would be a great time to _____.

- a. sit on the porch and sort a pile of papers
- b. stay inside with a good book
- c. strut down the street showing off your new hat

3. Which space is probably insulated?

- a. a drafty attic
- b. a cozy, warm living room

Name: _____

The Short Write Kit

Directions: Read "When Ice Ruled the World." 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 does the author develop the idea that ice was once rare and prized? Answer this question in a well-organized paragraph. Use text evidence.



Your claim:

The author develops the idea that ice was once rare and prized by

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: *According to author Lauren Tarshis in the article "When Ice Ruled the World," _____.* (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: *Tarshis explains*

_____.

(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 Ice Ruled the World."

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>
"Saws and Sleds"		
"Big Breakthrough"		

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

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 Ice Ruled the World." 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>
"Saws and Sleds"	Before the 19th century, ice was a costly and hard-to-obtain luxury.	<ul style="list-style-type: none"> - "Nero would order groups of men, often enslaved persons, to gather ice from blustery mountains and frozen rivers and lakes." - -
"Big Breakthrough"		

Add two more supporting details.

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

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

Name: _____

“When Ice Ruled the World” Quiz

Directions: Read “When Ice Ruled the World” from the May issue of *Scope*. Then answer the questions below.

1. Which of the following expresses the central idea of the article?
 - A. Ice harvesting was dangerous.
 - B. Though it is very common today, ice was once rare and expensive.
 - C. It used to be impossible to transport ice to warm parts of the U.S.
 - D. Electric freezers and refrigerators changed the world.
2. The author writes, “Prior to the 19th century, if you wanted ice, you likely would have done what Nero did: Find it in nature and lug it home.” The author likely used the word *lug* to _____.
 - A. show that ice harvesting was not difficult
 - B. explain that ice had to be transported quickly
 - C. emphasize that ice harvesting was difficult
 - D. explain that ice always had to be carried by hand
3. Which of these words and phrases can be associated with ice prior to the 19th century?
 - A. cheap and common
 - B. hard to get and expensive
 - C. feared and misunderstood
 - D. unnecessary and unwanted
4. Which of these words and phrases can be associated with ice today?
 - A. difficult to get and expensive
 - B. unnecessary and unwanted
 - C. strange and unusual
 - D. common and available
5. The author writes, “Many more people could keep their food fresh in summer, which meant fewer people died of food poisoning.” This line _____. Choose TWO.
 - A. supports the idea that the ability to ship ice over long distances changed the world
 - B. explains why ice is no longer necessary
 - C. supports the idea that ice was only available in the summer
 - D. shows the positive impact that ice had on people’s lives
6. The author likely wrote the article to _____.
 - A. inform readers of the surprising history behind an everyday item
 - B. explain where ice comes from
 - C. convince readers to stop using ice
 - D. explain who Frederic Tudor was

Name: _____

Constructed-Response Question

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

7. Why was ice once considered a luxury in America?

Name: _____

“When Ice Ruled the World” Quiz

Directions: Read “When Ice Ruled the World” from the May issue of *Scope*. Then answer the questions below.

1. Which of the following expresses the central idea of the article?
 - A. Ice harvesting was dangerous.
 - B. Though it is very common today, ice was once rare and expensive.
 - C. It used to be impossible to transport ice to warm parts of the U.S.
 - D. Electric freezers and refrigerators changed the world.
2. The author writes, “Prior to the 19th century, if you wanted ice, you likely would have done what Nero did: Find it in nature and lug it home.” The word *lug* means _____.
 - A. to ship
 - B. to throw
 - C. to pull or carry with effort
 - D. to carry easily
3. Before the 19th century, ice was _____.
 - A. common
 - B. hard to get
 - C. feared
 - D. unnecessary
4. Today ice is _____.
 - A. expensive
 - B. unnecessary
 - C. unusual
 - D. common
5. Which of the following lines support the idea that the ability to ship ice over long distances changed the world for the better? Choose TWO.
 - A. “Many more people could keep their food fresh in summer, which meant fewer people died of food poisoning.”
 - B. “Tudor made millions and became known as the Ice King.”
 - C. “Incredibly, his ice could survive journeys that lasted months.”
 - D. “Hospitals could use ice to cool patients with high fevers, reduce swelling, and preserve medications, saving many lives.”
6. The author likely wrote the article to _____.
 - A. inform readers of the surprising history behind an everyday item
 - B. explain where ice comes from
 - C. convince readers to stop using ice
 - D. explain who Frederic Tudor was

Name: _____

Constructed-Response Question

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

7. A luxury is something that is nice to have but expensive or hard to get. Why was ice once considered a luxury in America?

Name: _____

Write Like a Pro Challenge

Read “The Mystery of the Taos Hum.” Then take the challenge below.

Take what you've learned and apply it to your own writing. Write a note for a friend's yearbook about an experience you shared during the past school year. Use at least two dashes:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Using Dashes

Dashes are punctuation marks that are used to set off or emphasize additional information in a sentence. They can replace other punctuation marks, such as commas, parentheses, and colons, to provide clarity or a more dramatic effect. Below are some ways you can try out this punctuation mark in your writing.

A dash can introduce an example. A pair of dashes can introduce examples in the middle of a sentence.	Tara loves anything spicy—like ghost peppers. Many animals—such as lions and bears—are carnivores, meaning they eat mainly meat.
A dash can be used to emphasize a word or phrase.	There were four cookies on this plate, but now—mysteriously—there are only three.
A dash can introduce a list at the end of a sentence.	I packed a huge lunch today—a sandwich, two bananas, leftover pizza, and a bag of chips.
A pair of dashes can set off additional, nonessential information in the middle of a sentence.	The cat—an orange tabby—purred happily on the windowsill.

Directions: Combine each pair of sentences below using a dash.

1. I have a lot of hobbies. I like reading, drawing, playing soccer, and cooking.
2. My friends and I love to play video games. For example, we play *Fortnite*.
3. The cake was delicious. Everyone wanted seconds!
4. Reading his new library book has been keeping Antonio up late every night this week. The book is *The House of the Scorpion*.

Name: _____

Infographic Planner

Directions: Read "The Scoop on Ice Cream." Then use this planner to help you respond to the prompt that appears at the end of the infographic.

The prompt at the end of the infographic says:

Using "The Scoop on Ice Cream" as a model, create an infographic about a food of your choice. Present your information on a poster or with a digital tool such as Canva.

The following questions will help you conduct research and organize your ideas for your infographic.

First, what food would you like to create your infographic about?
Write your choice here:

Before you start your research, think about the questions that might have guided the author's research in the infographic "The Scoop on Ice Cream." Make a list of questions that "The Scoop on Ice Cream" answers. We got you started. Keep going!

- *How long have people been eating ice cream?*

Reword the questions you listed on the previous page so that they focus on the topic of *your* infographic. Are there any additional questions you want to explore? Add them here!

My research questions:

Now it's time to start looking for answers!

Make sure you're using trustworthy resources, such as online encyclopedias, well-known newspapers and magazines, public library websites, and government websites. Record information you want to use in your infographic here or in your own document. Be sure to keep track of your sources.

TIP! It can be helpful to organize your notes by the headings the information might fall under in your infographic. For example, you could list any statistics you might use under the heading "By the Numbers."

My answers:

Infographic Tips!

- Sketch a rough layout to decide on the order and placement of elements like text, images, and graphs before creating your infographic digitally or on a poster.
- Choose colors and fonts that are easy to read. A limited color palette and a consistent font and style throughout will make your infographic visually appealing and easy to read.
- Avoid overwhelming your audience with too much text. Use bullet points, headings, and subheadings to break up text.
- Include a section at the bottom with references or sources for the information provided.
- Share your draft with a classmate, and make revisions based on their input.

Ice Cream 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 May 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:

Using "The Scoop on Ice Cream" as a model, create an infographic about a food of your choice. Present your information on a poster or with a digital tool such as Canva.

Entries must be submitted to **Ice Cream 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
- ✓ grammar, spelling, and punctuation

ENTRIES MUST BE RECEIVED BY June 17, 2024.