

# THE POWER OF STINK

IN NATURE, THE WORST SMELLS CAN BE THE BEST DEFENSE

---

**Directions:** Circle the correct word in each bolded pair.

## Vulture Vomit

A group of turkey vultures eating **is/are** called a wake. If you ever see a wake of turkey vultures, keep your distance! When these birds **feels/feel** threatened, they vomit. The smell is so gross that predators flee in disgust.

## Stink Fights

What do you do when you have a disagreement with someone? Chances are, you talk it out. But if you were a lemur, you might have a stink fight!

A lemur has scent glands on its body that **emits/emit** smelly fluids. When male lemurs have a dispute, they rub their tails on their scent glands. Then they wave their tails at each other—basically hurling stink—until one of them **gives up/give up**.

## Mucus Makers

When an opossum sees a predator approaching, it plays dead. To make the performance extra convincing, the opossum **releases/release** a glob of foul-smelling mucus from glands under its tail. The odor of the mucus **tricks/trick** the predator into thinking the opossum is dead and rotting, and the opossum lives to stink another day.

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

# Subject-Verb Agreement

Subjects and verbs must agree with one another in number (singular or plural). In other words:

**If the subject is singular, use a singular verb. If the subject is plural, use a plural verb.**

Adam *sings* beautifully.

The fuzzy ducklings *were* waiting for their mother.

Sometimes it can be tricky to figure out whether the subject is singular or plural. Here are some tips:

**When the subject is composed of two or more nouns or pronouns connected by *and*, use a plural verb.**

Jay and Ellie *play* in the orchestra.

**Use a singular verb with sums of money or periods of time.**

Ten dollars *is* a lot of money for a sandwich!

Three hours *is* too long for a movie.

**When two or more singular nouns or pronouns are connected by *or* or *nor*, use a singular verb.**

Mom or Dad *is* going to take me to the mall tomorrow.

**Collective nouns often require a singular verb—but not always. Here's the deal:**

**When all the members of the group are doing the same thing, use a singular verb.**

Our group *performs* the best dance every year.

The crowd *is* cheering.

**When the members of the group are acting as individuals, use a plural verb.**

The majority of my classmates *are* going to the same high school next year.

The couple *are* taking separate cars.

**The words *anybody*, *anyone*, *each*, *each one*, *either*, *everybody*, *everyone*, *neither*, *nobody*, *no one*, *somebody*, and *someone* are singular and require a singular verb.**

Everyone *is* anxious to hear how you're feeling.

**Directions:** Circle the correct verb from the pair of bolded verbs in each sentence.

1. Mondays and Tuesdays **is/are** the best days for me to take after-school classes.
2. What flavors of ice cream **has/have** sold out?
3. Our team **is/are** currently in first place.
4. If everyone else **wants/want** to see the scary movie, then I'll go.
5. The other group members **is/are** waiting out front.
6. Each of the dogs **gets/get** a ball, a stuffed toy, and a bag of treats.

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

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

# Vocabulary

## "Finding Hope in a Time of War"

1. **asset (A-set)** *noun*; An asset is a useful or valuable person, thing, or quality. A good goalie is one of a soccer team's greatest assets. Knowing more than one language is an asset; it allows you to communicate with more people.

*Asset* can also refer to military equipment, such as planes, ships, or communication systems that are used—or targeted by enemies—during military operations.

2. **democratic (deh-muh-KRA-tik)** *adjective*; A democracy (deh-MAH-kruh-see) is a system of government that gives power to the people. In other words, people have a say in how the government is run. In a democracy, people can vote to elect leaders and approve new laws.

*Democratic* means "relating to or supporting the principles of democracy" as in "Voting is the basis of a democratic society."

3. **deploy (dih-PLOI)** *verb*; *Deploy* means "to send people, forces, or materials into action." Volunteers might be deployed to help people after a natural disaster. A car's airbag might deploy during a collision.

*Deploy* is often used in a military context. If someone in the military has been deployed, they have been sent to a specific place for a mission.

4. **detonate (DEH-tuhn-ayt)** *verb*; *Detonate* means "to explode or cause to explode." If a bomb detonates, it explodes; to detonate a bomb is to set it off.

5. **humanitarian (hyoo-ma-nuh-TER-ee-uhn)** *noun or adjective*; Humanitarians are people who work to end human suffering. They may help solve problems like poverty, disease, and hunger.

*Humanitarian* can also be used as an adjective to mean "helping humanity" or "related to humanitarianism," as in "Humanitarian aid, including drinking water and medical supplies, was delivered to the disaster area by helicopter."

6. **painstakingly (PAYN-stay-king-lee)** *adverb*; Something that is painstaking takes great care, effort, and attention to detail. Sorting an enormous jar of beads by size and color would be a painstaking task.

If you do something painstakingly, you do it very slowly, carefully, and thoroughly, as in "Joe used a toothbrush to painstakingly scrub the grout in the bathroom until it sparkled."

7. **prototype (PROH-tuh-tahyp)** *noun*; A prototype is the original or first model of something from which other versions are developed.

For example, before selling a new type of chair, a furniture company will make a prototype and test it in different situations. The designers will use what they learn from testing the prototype to create a better version of the chair to sell.

8. **tinkerer (TING-kuhr-er)** *noun*; The verb *tinker* (TING-kuhr) means "to casually make small changes to something in an attempt to repair or improve it."

If Lucas and his dad are tinkering with a bicycle, they are messing around with it, seeing if they can fix it up or improve it. They're adjusting and experimenting.

A tinkerer is a person who enjoys tinkering with things.

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

# Vocabulary Practice

## "Finding Hope in a Time of War"

**Directions:** Fill in each blank with a form of one of the words from the Word Bank. There is one word you will not use.

### Word Bank

humanitarian

tinkerer

deploy

prototype

painstakingly

- The troops prepared to \_\_\_\_\_ at dawn.
- The \_\_\_\_\_ group is providing housing to people whose homes were damaged or destroyed by the tornado.
- A \_\_\_\_\_ is the kind of person who likes to take things apart and put them back together just to see how they work.
- The company's self-driving car is still in the \_\_\_\_\_ stage, but it should be finished later this year.

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

**5. Which country is more democratic?**

- Norway, where citizens age 18 and older can vote in elections and decisions are made by 169 elected representatives
- Saudi Arabia, where elections are rarely held and a royal family dominates the government

**6. Which word below is most similar in meaning to *asset*?**

- advantage
- disadvantage

**7. Gabrielle painstakingly looked through dozens of fabric swatches for a project for her fashion design class. In other words, she \_\_\_\_\_ for fabric.**

- quickly glanced
- carefully searched

**8. A bomb squad—a group of people whose job it is to keep people safe from explosives—needs to dismantle a bomb \_\_\_\_\_.**

- before the bomb detonates
- after the bomb detonates

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

# Close-Reading Questions

## “Finding Hope in a Time of War”

- 1.** How did life change in Ukraine after Russia attacked in February of 2022? How did life change for Igor and his family in particular? (cause and effect)
- 2.** According to the article, why are Ukraine and Russia at war? (key ideas and details)
- 3.** Why are land mines a problem? (problem and solution)

**4.** How does Igor's device work? Why would it be an asset to Ukraine? To the world?  
(problem and solution)

**5.** Carro writes of Igor, "Alongside his fear, something else began to rise in him: determination." What is determination? How has Igor showed determination?  
(key ideas and details)

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

# Critical-Thinking Questions

## "Finding Hope in a Time of War"

---

**1.** Carro writes that teachers around Ukraine have written to Igor to tell him how he has inspired their students. What do you think makes Igor inspiring?

**2.** What did you learn from this article that you didn't know before? What questions do you still have about Ukraine and Russia? Where could you find the answers to these questions?



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

# Featured Skill: Key Ideas and Details

**Directions:** Read “Finding Hope in a Time of War.” 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:**

Explain how the title “Finding Hope in a Time of War” applies to the article. Use details from the article to support your response.

**This activity contains questions that will help you think through your response.**

**1. First, let’s think about *HOPE*. What is hope? Define it in your own words below.**

**2. Now record details from the article that show how the title applies to:**

Think about how HOPE is related to each of the following topics.

**IGOR**

*How did Igor feel when the war began? What gave him hope?*

**The Quadcopter Mines  
Detector**

*How does Igor’s device offer hope to Ukraine and the world?*

**Igor’s fellow students**

*How has Igor inspired hope in others?*

# CHOICE BOARD

## "FINDING HOPE IN A TIME OF WAR"

Explain how the title "Finding Hope in a Time of War" applies to the article. Use details from the article to support your response.

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

Write a letter to Igor Klymenko. Describe what you learned in the article, as well your experience of reading about his life and work on the drone.

Why are land mines a problem? How can that problem be solved? Answer both questions in a short response.

In a free response, write down your thoughts about the article. What surprised you? What questions do you still have? What do you wonder about?

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 “Finding Hope in a Time of War.”

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

**Directions:** Write an objective summary of “Finding Hope in a Time of War.” Use the information in your answers to questions 1-5. Include most of the information from your answers in your summary, but leave out any details you find unnecessary.

## Summary of “Finding Hope in a Time of War”

[illegible]

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

# Summarizing

**Directions:** Fill in the blanks below to complete an objective summary of "Finding Hope in a Time of War."

Author Mackenzie Carro's narrative nonfiction article "Finding Hope in a Time of War" is about \_\_\_\_\_.

*Who is the article mainly about?*

On February 24, 2022, Igor was at his home in Kyiv, the capital of Ukraine, when \_\_\_\_\_.

*What happened in Kyiv and across Ukraine?*

Igor and his family \_\_\_\_\_.

*Where did they go? What did they do?*

While sheltering with his family, Igor recalled a device that he had been working on before the war broke out. It was a drone that \_\_\_\_\_.

*What was the drone's purpose?*

Igor realized that now his drone could help Ukraine. Although the drone was back in Kyiv, Igor continued work on the device from his home in Vasylkiv. On his laptop, he \_\_\_\_\_.

*How did Igor improve his drone while sheltering?*

He eventually was able to \_\_\_\_\_.

*What other work did Igor do?*

All of Igor's hard work paid off when he won a global competition that helped spread the news about his drone and how it could help Ukraine. The next step is to \_\_\_\_\_.

*What needs to happen before the drone can be used?*

Today Igor \_\_\_\_\_.

*Where is Igor today? What are his goals for the future?*

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 "Finding Hope in a Time of War."

**1.** List some of the elements you see behind the person in the foreground of the artwork on pages 4-5. What do these elements reveal about war?

**2.** List a few words you would use to describe the person in the foreground on page 4, based on the image.

**3.** How do the artist's color choices on pages 4-5 create different moods? Based on the opening artwork, what predictions do you have about what this article will be about?

**4.** Study the map inside the sidebar "Why Did Russia Invade Ukraine?" List at least three things this map helps you understand about Russia and Ukraine.

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

# **Video Discussion Questions**

## **Beyond the Story: “Finding Hope in a Time of War”**

---

**1.** Igor says his device could save “hundreds or even thousands of lives.”

How can Igor’s device save lives?

**2.** What are some adjectives that you would use to describe Igor? Use information from the video and article to support your answer.

**3.** At the end of the video, Igor says we should “create new innovations to help the world.” What kinds of innovations do you think the world needs?

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

## **“Finding Hope in a Time of War” Quiz**

**Directions:** Read “Finding Hope in a Time of War” from the September issue of *Scope*. Then answer the questions below.

1. The author writes, “Igor, his younger sister, and his parents had hastily grabbed whatever they could carry.” What is the meaning of *hastily*?
  - A. with excessive speed or urgency; hurriedly
  - B. in a way that produces much noise
  - C. in an uncertain manner
  - D. slowly and carefully
2. Consider this passage from the article:  
  

**“All they could do was hope that the violence outside—and across Ukraine—would not reach their doorstep. All they could do was hope that their friends and loved ones would be OK. All they could do was hope that they would all survive until morning.”**

This passage contains \_\_\_\_\_.
 
  - A. a simile that reveals how the people of Russia felt after Ukraine was attacked
  - B. repetition that emphasizes the danger the Klymenkos were in and how helpless they felt
  - C. personification that illustrates how many civilians had joined the military
  - D. hyperbole that shows the effects of war
3. Which event led Igor to start designing his drone?
  - A. Russia seized a region in southern Ukraine called Crimea and began placing land mines there.
  - B. Russia launched an attack on Kyiv.
  - C. Igor’s family was forced to flee Kyiv.
  - D. Igor started school at the Kyiv Polytechnic Institute.
4. The section “Brutal Tools of War” helps readers understand \_\_\_\_\_, while the section “A Lifesaving Device” helps readers understand \_\_\_\_\_.
  - A. how long the war might last; how GPS technology works
  - B. why Russia invaded Crimea; what Ukraine was like before the war
  - C. what land mines are and why they are a problem; how and why Igor created his drone
  - D. what land mines are made of; why Russia invaded Ukraine
5. The author writes that after Russia invaded, life for Igor and his fellow Ukrainians “came to a sudden, terrifying halt.” Which lines support this idea? Choose TWO.
  - A. “. . . tens of thousands of civilians took up arms to defend their homeland.”
  - B. “He enjoys chess, volleyball, and hanging out with friends.”
  - C. “Other than that, Igor and his family mostly stayed inside.”
  - D. “Alongside his fear, something else began to rise in him: determination.”
6. Which of the following expresses a central idea of the article?
  - A. Russia and Ukraine are at war.
  - B. Igor Klymenko won the Chegg.org Global Student Prize.
  - C. Russian forces planted thousands of land mines across Ukraine.
  - D. To help people in his home country of Ukraine, Igor Klymenko created a drone that can detect land mines.



## Constructed-Response Questions

**7.** Why did Russia invade Ukraine? Summarize the conflict between the two countries.

- ©2023 BY SCHOLASTIC INC. ALL RIGHTS RESERVED. PERMISSION GRANTED TO TEACHERS AND SUBSCRIBERS TO MAKE COPIES OF THIS FILE TO DISTRIBUTE TO STUDENTS.  
SCHOLASTIC IS NOT RESPONSIBLE FOR ANY EDITS TO THESE MATERIALS MADE BY EDUCATORS OR THEIR STUDENTS.

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

## **“Finding Hope in a Time of War” Quiz**

**Directions:** Read “Finding Hope in a Time of War” from the September issue of *Scope*. Then answer the questions below.

1. The author writes, “Igor, his younger sister, and his parents had hastily grabbed whatever they could carry.” What is the meaning of *hastily*?
  - A. quickly
  - B. loudly
  - C. secretly
  - D. slowly
2. Consider this passage:  
  

**“All they could do was hope that the violence outside—and across Ukraine—would not reach their doorstep. All they could do was hope that their friends and loved ones would be OK. All they could do was hope that they would all survive until morning.”**

This passage contains repetition that \_\_\_\_\_.
 
  - A. reveals how the people of Russia felt after Ukraine was attacked
  - B. emphasizes the danger the Klymenkos were in and how helpless they felt
  - C. illustrates how many civilians had joined the military
  - D. explains why the war started
3. Which event led Igor to start designing his drone?
  - A. Russia seized a region in southern Ukraine called Crimea and began placing land mines there.
  - B. Russia launched an attack on Kyiv.
  - C. Igor’s family was forced to flee Kyiv.
  - D. Igor started school at the Kyiv Polytechnic Institute.
4. The section “Brutal Tools of War” helps readers understand \_\_\_\_\_.
  - A. why Russia invaded Crimea
  - B. how Igor continued to work on his drone after Russia invaded Ukraine
  - C. what land mines are and why they are a problem
  - D. the size of Ukraine
5. Which lines support the idea that life changed in Ukraine after the war broke out? Choose TWO.
  - A. “... tens of thousands of civilians took up arms to defend their homeland.”
  - B. “He enjoys chess, volleyball, and hanging out with friends.”
  - C. “Other than that, Igor and his family mostly stayed inside.”
  - D. “Alongside his fear, something else began to rise in him: determination.”
6. Which detail would be LEAST important to include in a summary of the article?
  - A. Russia and Ukraine are at war.
  - B. Igor invented a drone that can safely detect land mines from the air.
  - C. Russian forces planted thousands of land mines across Ukraine.
  - D. More than 7,000 students entered to win the Chegg.org Global Student Prize.

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

## Constructed-Response Questions

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

- 7.** Why did Igor have to flee his home in Kyiv on February 24, 2022?
- 8.** Igor says, “[Inspiring others] is one of the best things I could do. It’s one of the best things that has happened in my life.” How has Igor inspired people?

## Finding Hope Contest

Explain how the title “Finding Hope in a Time of War” applies to the article. Use details from the article to support your response. Send your work to Finding Hope Contest. Three winners will each get a copy of *The Lost Year* by Katherine Marsh.

### Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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

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

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

# Vocabulary

## "Is It OK to Be Rude to Alexa?"

- 1. courtesy (KUR-tuh-see)** *noun*; Courtesy is behavior that is polite and shows respect for others, as in "Bill treats everyone he meets with courtesy and kindness."  
  
*Courtesy* can also mean "a polite, respectful, and considerate act." Holding the door for someone or helping someone who has fallen get back up are examples of courtesies.
- 2. etiquette (EH-ti-kut)** *noun*; Etiquette is a set of rules about the proper and polite way to behave. Etiquette tells us, for example, the proper way to eat and to introduce ourselves.  
  
Etiquette varies among different groups of people and from place to place.  
  
For example, bowing is not an important part of American etiquette, but it is a very important part of Japanese etiquette. In Japan, there are different types of bows for different situations, such as greeting someone, thanking someone, and apologizing.
- 3. expectation (ek-spek-TEY-shuhn)** *noun*; As it is used in the article, *expectation* means "a belief about what might happen in the future," as in "Jess had high expectations for her birthday party. She thought it was going to be spectacular."
- 4. imperiously (im-PEER-ee-uhs-lee)** *adverb*; The adjective *imperious* (im-PEER-ee-uhs) means "assuming power or authority; commanding." An imperious person behaves in a way that shows they feel more important than other people.  
  
If something is done imperiously, it's done in a bossy manner, as in "My older sister put her finger over her lips and imperiously shushed me and my friends."

5. **impolite (im-puh-LAHYT)** *adjective*; *Impolite* means "not having or showing good manners; rude." It's impolite to answer your phone during a movie.
6. **interact (in-tuhr-AKT)** *verb*; To interact with someone is to communicate with and react to them. If you make a face at your brother and he makes a face back at you, you and your brother are interacting. When you and your friends chat in the hallway between classes, you and your friends are interacting.

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

# Vocabulary Practice

## “Is It OK to Be Rude to Alexa?”

**Directions:** Repond to the prompts below.

1. How is the way you interact with teachers different from the way you interact with classmates?
2. A student named Damon won the “Courtesy Award.” What can you infer about Damon?
3. What is something your family considers impolite?
4. In your opinion, what are two important rules of phone etiquette?

**Directions:** Write the best synonym and the best antonym next to each vocabulary word below. There are two words you will not use.

SYNONYM	VOCABULARY WORD	ANTONYM
	5. expectation	
	6. imperiously	
	7. interact	

doubt	humbly	belief	ignore
excitedly	engage	slowly	arrogantly

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

# Write An Argument Essay

**Directions:** Read "Is It OK to Be Rude to Alexa?"  
Then follow the steps below.

## STEP 1: DECIDE WHAT YOU THINK

### Is it OK to be rude to voice assistants?

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 DO think it's OK to be rude to voice assistants, one of your supporting details might be that they are not human so you can't offend them or hurt their feelings.**

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

\_\_\_\_\_

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

\_\_\_\_\_

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

\_\_\_\_\_



**STEP 3: ACKNOWLEDGE THE OTHER SIDE**

If you DO think it's OK to be rude to voice assistants, summarize the strongest arguments that the author presents against speaking harshly to them. If you DON'T think it's OK to be rude to voice assistants, summarize the strongest arguments the author presents in favor of not worrying about how you speak to them.

---

---

**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 spoken rudely to a voice assistant? How did it feel? Did you wonder if it was OK? Was it no big deal?

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

**3. A rhetorical question** (a question to which you don't expect an answer): Ask your readers a question that reflects your point of view. Here's one way you could structure your question: "Imagine hearing a family member yell at Alexa. Wouldn't that be \_\_\_\_\_?"

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

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

---

## STEP 6: SUMMARIZE THE ISSUE

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

**Voice assistants like Alexa are increasingly popular. Some people believe that it is not OK to be rude to them. If we are rude to them, some say, we are more likely to be rude to humans. 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 is OK to be rude to voice assistants. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

## BODY PARAGRAPH(S)

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

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

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

3

## ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

Then explain why you think the opposing point of view is wrong.

4

## CONCLUSION

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

Finish with a strong final sentence.

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

5

## READ AND REVISE

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

# ***Rogue Enchantments***

## **Pronunciation Guide**

---

**abuelita** [ah-bweh-LEE-tah]

*translation: grandma*

**abuelo** [ah-BWEH-loh]

*translation: grandfather*

**duende** [DWEN-deh]

*translation: a supernatural creature, similar to an elf or  
a gnome*

**encanto** [ehn-KAN-toh]

*translation: a spell*

**La Gerencia** [lah hair-EHN-see-uh]

*translation: The Management*

**La Hechiceria** [lah eh-chee-SAIR-ee-uh]

*translation: Hechicería is Spanish for “sorcery or  
witchcraft.”*

**sol** [sohl]

*translation: sun. In the play, a sol is a unit of currency.*

**tortuga** [tohr-TOO-guh]

*translation: a turtle*

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

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

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

# Vocabulary

## *Rogue Enchantments*

1. **atrocious** (uh-TROH-shuhs) *adjective*; As it is used in the play, *atrocious* means “shockingly bad,” as in “The smell of the rotting garbage was atrocious. I could barely breathe!”
2. **culprit** (KUHL-pruht) *noun*; A culprit is a person or thing responsible for something bad happening.
3. **infraction** (in-FRAK-shuhn) *noun*; An infraction is an act of breaking a law, rule, or agreement, as in “The police officer wrote Sandra a ticket for her infraction: speeding.” If you commit an infraction at school, you’ve broken a school rule.
4. **materialize** (muh-TEER-ee-uh-lahyz) *verb*; As it is used in the play, *materialize* means “for something otherworldly to appear in bodily form.” In fantasy movies, fairy godmothers, ghosts, spirits, and witches often materialize out of thin air.  
  
*Materialize* also means “to become actual fact; to happen.” For example, an athlete might practice for hours every day so that their dream of going to the Olympics will one day materialize.
5. **palette** (PA-luht) *noun*; As it is used in the play, *palette* refers to the board that a painter uses to hold and mix paint.

6. **rogue (rohg)** *noun or adjective*; A rogue is a dishonest and mischievous person; a scoundrel.

As it is used in the play, *rogue* means “dangerous and unpredictable; behaving differently from others of its kind.” A rogue wave can come out of nowhere and swamp a boat.

7. **tamper (TAM-puhr)** *verb*; To tamper with something is to secretly mess or interfere with it in order to cause damage. If your brother secretly pours a ton of salt in your soup to make your soup taste bad, your brother has tampered with your soup.

8. **wares (wares)** *plural noun*; Wares are items that are made to be sold. Artists might sell their wares at an art fair.

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

# Vocabulary Practice

## *Rogue Enchantments*

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

- |   |  |
|---|--|
| <p><b>1. Which would most likely be considered an infraction at a school?</b></p> <ul style="list-style-type: none"> <li>a. getting a paper cut</li> <li>b. helping a friend with homework</li> <li>c. being late to class</li> <li>d. eating a sandwich at lunch</li> </ul>                        | <p><b>3. If Billy tampered with the water fountain, he</b></p> <ul style="list-style-type: none"> <li>a. turned it on.</li> <li>b. fixed it.</li> <li>c. cleaned it.</li> <li>d. altered it in some way, causing damage.</li> </ul>            |
| <p><b>2. If your sister says the mess in your room is atrocious, she means that</b></p> <ul style="list-style-type: none"> <li>a. your room is very clean.</li> <li>b. your room is somewhat messy.</li> <li>c. your room is extremely messy.</li> <li>d. your room is not messy at all.</li> </ul> | <p><b>4. Steph calls Phil a rogue. Steph means Phil is a(n) _____ person.</b></p> <ul style="list-style-type: none"> <li>a. sneaky and dishonest</li> <li>b. hilarious</li> <li>c. confident</li> <li>d. intelligent and thoughtful</li> </ul> |

**Directions:** Fill in each blank with a form of one of the words from the Word Bank. You will not use every word.

### Word Bank

atrocious	culprit	infraction	materialize
palette	rogue	tamper	wares

- 5.** The artist mixed pink and orange on her \_\_\_\_\_ so she could paint the sunset.
- 6.** I have my three wishes prepared just in case a genie \_\_\_\_\_ from that bottle!
- 7.** Every Saturday, Lydia sold her \_\_\_\_\_ at the local street fair.
- 8.** If your bathroom sink is clogged, hair in the drain could be the \_\_\_\_\_.

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

# Close-Reading Questions

## *Rogue Enchantments*

---

**1.** What was your first impression of Mateo—that is, what was your impression of him after reading Scenes 1, 2, and 3? What gave you this impression? (character)

**2.** What magical powers do Graciela's wares have? Why do some vendors not want her to sell her wares at the market? (key ideas and details)



**3.** Who wants Graciela to fail? Who wants her to succeed? Explain. (conflict)

**4.** This play falls into the genre of fantasy. While all fantasy stories are unique, there are some characteristics that are common to the genre: a good vs. evil conflict, supernatural creatures, magic, romance, a villain whose identity is not revealed until the end of the story, a made-up language or a manipulation of how an existing language is spoken. Explain how *Rogue Enchantments* includes one or more of these characteristics. (genre)

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

# Critical-Thinking Questions

## *Rogue Enchantments*

---

**1.** Do you think Mateo would have come forward and admitted his offense had Graciela not threatened to use his spell against him?

**2.** Did you suspect Mateo was the culprit while reading?

**3.** If you could sell an encanto at La Hechiceria, what would it be for?

**4.** Have you read any other books or seen movies in the fantasy genre? If so, which ones? What do you like or dislike about this genre?

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

# Featured Skill: Key Ideas and Details

**Directions:** Read *Rogue Enchantments*. 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:**

You are a reporter for *The Monterisa Sun* newspaper. Write an article or make a podcast or video covering the extraordinary events that occurred at La Hechiceria over the past few days.

**Use this activity to help gather the information you will use in your article, podcast, or video.**

1. What happened?  Write 4-5 bullet points explaining what occurred at La Hechiceria.	2. What is La Hechiceria?  Give your audience background information about this place.

### 3. What do Graciela and the other characters have to say?

In the space below, record interviews—or notes from your interviews—with at least two different characters from the play. (Feel free to interview minor characters such as the vendors!) What would these characters have to say about what has happened and how it has affected them? Be sure to incorporate any quotes from the play you think will be particularly powerful or important in telling the story.

Tip: It's fine to make up a few details, as long as they are believable and fit with the play.

### Putting It All Together

It's time to think about how you will present your story. Choose one of the three formats below and use the questions in the box to help you brainstorm. You can jot down your ideas on the back of this page.

#### NEWS ARTICLE

- What will your headline be?
- What are the 5 W's of the story (*who, what, where, when, why*)? Provide most of the 5 W's in the opening paragraph.
- Use the body paragraphs to go into more detail about the 5 W's, give quotations, and provide background information.
- How will you sum it all up? One idea is to end with a quote.

#### PODCAST

- Will the format be:
  - an interview with a character(s)?
  - a host telling the story while weaving in clips of interviews with podcast guests?
  - a host telling the story while weaving in clips of a radio-style drama mixed in?
- Will you include sound effects or music?

#### VIDEO

- What kinds of visuals will you use? Still images? Footage? Illustrations?
- How will you grab the audience's attention?
- Will there be people other than you in the video?
- Will you include sound effects or music?

# CHOICE BOARD

## *ROGUE ENCHANTMENTS*

You are a reporter for *The Monterisa Sun* newspaper. Write an article or make a podcast or video covering the extraordinary events that occurred at La Hechiceria over the past few days.

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

Create an advertisement for La Hechiceria. The poster should help people understand what they might expect to see at the market.

Imagine that the duende from Scene 6 (in other words, Abuelita) returns at the end of the play. Write a short dialogue between the duende and Graciela. Be sure to include the duende's opinion on how Graciela handled the events of the past few days.

Imagine you want to open a stall at La Hechiceria. Create a marketing pitch for your stall to present to Francisco and Suri. (A marketing pitch is a summary of a product or service that is meant to convince another person or company that it's a good idea.) Be sure to include a summary of your product and why you think it would be successful at La Hechiceria.

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

# Making Inferences

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

**Directions:** Read *Rogue Enchantments*, then answer the questions or follow the directions that appear in italics to fill in the chart.

Clues	Inference
<p><b>1. Consider these lines from Scene 2:</b></p> <p><b>Francisco:</b> I'm giving you a warning, Miss Mamani. You have until the end of the day to fix up your stall.</p> <p><b>Graciela:</b> A warning? On my first day? In the first . . . hour?</p> <p><b>Francisco:</b> One more infraction, and you will be kicked out of the market forever.</p>	<p><i>What can you infer about Francisco based on this interaction?</i></p>
<p><b>2. Consider these lines from Scene 4:</b></p> <p><b>Vendor 4:</b> You should have given up your abuelita's stall.</p> <p><b>SD2:</b> Graciela turns to find the owner of the neighboring stall glaring at her.</p> <p><b>Graciela:</b> I—I have a right to be here.</p> <p><b>Vendor 4:</b> So you say.</p>	<p><i>What can you infer about Vendor 4's feelings toward Graciela?</i></p>

Clues	Inference
<p><b>3. Consider these lines from Scene 7:</b></p> <p><b>Mateo:</b> Wait! Stop! I did it for Pilar.</p> <p><b>SD1:</b> The crowd erupts into shouts.</p> <p><b>Graciela</b> (<i>softly</i>): Thank you, Abuelita.</p>	<div>Why does Graciela thank Abuelita?</div>
<p><b>4. Consider the interaction between Diego and Graciela in Scene 8:</b></p> <p><b>SD1:</b> Mico’s grandson holds out his hand, and Graciela shakes it.</p> <p><b>SD2:</b> She smiles. Mico’s grandson grins and blushes.</p> <p><b>Grandson:</b> It’s a pleasure to meet you. My name is Diego.</p> <p><b>SD3:</b> Graciela’s eyes widen. . . .</p>	<div>Why do Graciela’s eyes “widen”?</div>

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

## ***Rogue Enchantments Quiz***

**Directions:** Read *Rogue Enchantments* from the September issue of *Scope*. Then answer the questions below.

1. In the Prologue, the Storyteller serves to \_\_\_\_\_. Choose TWO.
  - A. help readers picture La Hechiceria
  - B. provide pricing information for different spells
  - C. explain why people should be scared of duendes
  - D. foreshadow that Graciela will face obstacles ahead
2. Consider this line from Scene 2:  
**SD3:** Francisco stomps toward Graciela's stall like an enraged bull.  
This line contains \_\_\_\_\_.
  - A. a metaphor that shows Francisco's determination to catch the person who trashed Graciela's stall
  - B. a metaphor that shows that Francisco supports Graciela
  - C. a simile that shows Francisco is angry
  - D. a simile that shows Francisco's fear
3. In Scene 5, Suri says, "True. But given that her stall was vandalized on the day she moved in, foul play seems likely, does it not?" Based on context clues, what is the definition of **vandalized**?
  - A. taken from one's possession
  - B. deliberately destroyed
  - C. relocated
  - D. redesigned
4. How is Graciela characterized at the beginning of Scene 7?
  - A. kind and gentle
  - B. serious and nervous
  - C. foolish and irresponsible
  - D. clever and confident
5. Which line supports your answer to Question 4?
  - A. **Francisco:** What is this?
  - B. **Vendor 1:** How can you be so foolish?
  - C. **Graciela:** I will paint a portrait of the person who cursed my brushes. The spell is activated by my signature, which I will leave off—but only if the culprit comes forward.
  - D. **SD2:** Whispers go through the crowd. Everyone is tense.
6. Choose TWO themes of the play from the list below.
  - A. People should be satisfied with what they have.
  - B. Appearances aren't always as they seem.
  - C. Persevering in the face of obstacles pays off.
  - D. It's more important to be right than to be happy.



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

## Constructed-Response Questions

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

---

7. At the end of the play, Storyteller says, “Like I said—extraordinary things can be found here at La Hechiceria.” What does the storyteller mean by this?

8. Support the following claim using two pieces of text evidence from the play:  
*Appearances are not always what they seem.*

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

## ***Rogue Enchantments Quiz***

**Directions:** Read *Rogue Enchantments* from the September issue of *Scope*. Then answer the questions below.

1. **In the Prologue, the Storyteller serves to \_\_\_\_.** Choose **TWO**.
  - A. help readers picture La Hechiceria
  - B. give prices for different spells
  - C. explain why people should be scared of duendes
  - D. hint that Graciela will face difficulties ahead
2. **Consider this line from Scene 2:**  
**SD3:** Francisco stomps toward Graciela's stall like an enraged bull.  
**This line contains a simile that shows \_\_\_\_.**
  - A. Francisco's determination to catch the person who trashed Graciela's stall
  - B. Francisco supports Graciela
  - C. Francisco's anger
  - D. Francisco's fear
3. **In Scene 5, Suri says, "True. But given that her stall was vandalized on the day she moved in, foul play seems likely, does it not?" What is foul play?**
  - A. an accident
  - B. dishonest behavior
  - C. an award
  - D. a gift
4. **The beginning of Scene 7 reveals that Graciela is a \_\_\_\_ person.**
  - A. caring
  - B. serious
  - C. foolish
  - D. clever
5. **Which line supports your answer to Question 4?**
  - A. **Francisco:** What is this?
  - B. **Vendor 1:** How can you be so foolish?
  - C. **Graciela:** I will paint a portrait of the person who cursed my brushes. The spell is activated by my signature, which I will leave off—but only if the culprit comes forward.
  - D. **SD2:** Whispers go through the crowd. Everyone is tense.
6. **What important lessons does Graciela learn at La Hechiceria? Choose TWO.**
  - A. People should be satisfied with what they already have.
  - B. Appearances aren't always as they seem.
  - C. Persevering in the face of obstacles pays off.
  - D. It's more important to be right than to be happy.

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

## Constructed-Response Questions

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

---

7. At the end of the play, Storyteller says, “Like I said—extraordinary things can be found here at La Hechiceria.” What extraordinary things happen at the market? (*Extraordinary* means “very unusual or remarkable.”)

8. Support the following claim using one piece of text evidence from the play:  
*Appearances are not always what they seem.*

# Rogue Enchantments Contest

You are reporter for *The Monterisa Sun* newspaper. Write an article or make a podcast or video covering the extraordinary events that occurred at La Hechiceria over the past few days. Send your work to Rogue Enchantments Contest.

Three winners will each get a *Scope* notebook.

## Entries will be judged on:

- ✓ creativity
- ✓ use of key ideas and details
- ✓ clarity and good organization
- ✓ grammar, spelling, and punctuation

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

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

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

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

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

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

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

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

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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

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

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

# Vocabulary

## "The Curse of the Hope Diamond"

- 1. befall (bih-FAWL)** *verb*; *Befall* means "to take place" or "to happen to." *Befall* is used when talking about something unpleasant or bad happening. According to superstition, if you break a mirror, seven years of bad luck will befall you.
- 2. fabrication (fa-brih-KAY-shuhn)** *noun*; One meaning of the verb *fabricate* (FA-brih-kayt) is "to make up in order to deceive," as in "My sister fabricated an excuse for why she was late picking me up."  
  
A fabrication is a made-up story or lie, as in "Unfortunately, the story about Taylor Swift performing at the school dance was a complete fabrication."
- 3. fantastical (fan-TA-sti-kuhl)** *adjective*; *Fantastical* means "strange and wonderful; capable of existing only in the imagination," as in "Star Wars movies and shows are full of fantastical characters and scenery."
- 4. infamous (IN-fuh-muhs)** *adjective*; To be infamous is to be famous or well-known for something bad, as in "Tony's Pizzeria is famous for its delicious crust, but infamous for its slow delivery."

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

# Vocabulary Practice

## "The Curse of the Hope Diamond"

**Directions:** Fill in each blank with a form of one of the words from the Word Bank. There is one word you will not use.

### Word Bank

befall

fabrication

fantastical

infamous

- The wizard cast a spell that would allow no harm to \_\_\_\_\_ us.
- My brother's story about seeing a ghost in the graveyard was a \_\_\_\_\_. He's never even been to a graveyard!
- The soccer team was \_\_\_\_\_ for its poor sportsmanship.

**Directions:** Write the best synonym and the best antonym next to each vocabulary word below. There are two words you will not use.

SYNONYM	VOCABULARY WORD	ANTONYM
	4. fantastical	
	5. infamous	
	6. fabrication	

notorious

terrifying

realistic

important

lie

imaginary

truth

unknown

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

# The Short Write Kit

**Directions:** Read "The Curse of the Hope Diamond." 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:

Based on the article, do you think the curse of the Hope Diamond is real?



### Your claim:

The curse of the Hope Diamond is

\_\_\_\_\_.

*We started you off by echoing the question.*

*To state your claim, complete this sentence.*

## Step 2: FIND YOUR TEXT EVIDENCE

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

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

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

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

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

**Text Evidence 1**

**Commentary**





**Text Evidence 2**

**Commentary**



**Text Evidence 3**

**Commentary**



## Step 3: WRITE YOUR PARAGRAPH

**Start with your claim.**

**Present your first piece of text evidence.**  
**Be sure to cite it.**

Here's a way to do it: *As Jennifer Dignan explains in her article "The Curse of the Hope Diamond,"*  
\_\_\_\_\_.

(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: *Dignan makes this clear when she writes* \_\_\_\_\_.

(Finish the sentence with your text evidence.  
Follow each piece of text evidence with commentary.)

**Finish with a concluding sentence that sums everything up.**

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

# Central Ideas and Details

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "The Curse of the Hope Diamond"

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

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

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

---



---



---

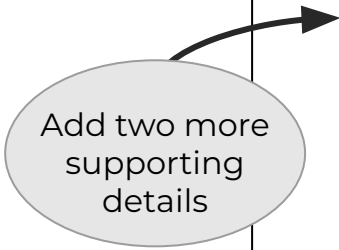


---

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

# Central Ideas and Details

A **central idea** of a text is one of the main points the author is making. A central idea can be supported with details from the text. **Directions:** Fill in the chart below with information from "The Curse of the Hope Diamond." 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>
"Just a Story?"	The idea that the Hope Diamond is cursed came from numerous fabricated stories and articles.	- Jeweler Pierre Cartier made up the story about Tavernier stealing the diamond.
	 Add two more supporting details	
"The Truth"		

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

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: \_\_\_\_\_

## **“The Curse of the Hope Diamond” Quiz**

**Directions:** Read “The Curse of the Hope Diamond” from the September issue of *Scope*. Then answer the questions below.

---

1. Which section of the article explains the role the media played in the story of the curse of the Hope Diamond?
  - A. “Millions of Tourists”
  - B. the introduction
  - C. “Just a Story?”
  - D. “The Truth”
2. Author Jennifer Dignan writes, “The gem’s dazzling beauty was irresistible.” Which is the definition of *irresistible*?
  - A. being the only one of its kind; unlike anything else
  - B. costing a lot of money
  - C. impossible to replace if lost or damaged
  - D. too attractive or tempting to refuse
3. According to the article, how did Jean-Baptiste Tavernier acquire the gem that later became known as the Hope Diamond?
  - A. He stole it off a statue of the Hindu goddess Sita.
  - B. He bought it from a French jeweler named Pierre Cartier.
  - C. He bought it somewhere in India.
  - D. He got it from English noble Lord Francis Hope.
4. Which statement best expresses a central idea of the article?
  - A. The Hope Diamond is one of our country’s most valuable treasures.
  - B. Stories about cursed diamonds were popular in the early 1900s.
  - C. According to legend, the Hope Diamond is cursed and brings bad luck to those who interact with it.
  - D. Naturally, some people who have owned the diamond have experienced tragedy.
5. Consider this line: “Yet given how many people have owned the stunning jewel over the years, it’s only logical that some would experience tragedy.” This line supports the argument that \_\_\_\_\_.
  - A. the Hope Diamond should be returned to India
  - B. the curse of the Hope Diamond is not real
  - C. the Hope Diamond is worth a lot of money today
  - D. the curse of the Hope Diamond is real
6. Which best describes the way Dignan structures the article?
  - A. She provides a chronological account of Jean-Baptiste Tavernier’s possession of the Hope Diamond.
  - B. She compares and contrasts the Hope Diamond with other famous jewels.
  - C. She describes the Hope Diamond’s appearance and how it got its name.
  - D. She describes some of the terrible events that have been blamed on the Hope Diamond and explores the question of whether the diamond is actually cursed.

## Constructed-Response Question

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

---

7. A legend is a story from the past that is believed by many people but cannot be proved. How does Dignan support the idea that the curse of the Hope Diamond is a legend? Use text evidence to support your answer.



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

## **“The Curse of the Hope Diamond” Quiz**

**Directions:** Read “The Curse of the Hope Diamond” from the September issue of *Scope*. Then answer the questions below.

1. Which section of the article explains the role newspapers played in the story of the curse of the Hope Diamond?
  - A. “Millions of Tourists”
  - B. the introduction
  - C. “Just a Story?”
  - D. “The Truth”
2. Author Jennifer Dignan writes, “The gem’s dazzling beauty was irresistible.” *Irresistible* most closely means \_\_\_\_\_.
  - A. unique
  - B. expensive
  - C. surprising
  - D. tempting
3. According to the article, how did Jean-Baptiste Tavernier end up with the gem that later became known as the Hope Diamond?
  - A. He stole it.
  - B. It was given to him.
  - C. He bought it.
  - D. none of the above
4. Which sentence best expresses the central idea of the section “Just a Story?”
  - A. Evalyn and Ned McLean bought the Hope Diamond for \$180,000.
  - B. The Hope Diamond has brought bad luck to many of its owners.
  - C. The idea that the Hope Diamond is cursed is based on false information.
  - D. Stories about cursed diamonds were popular in the early 1900s.
5. Consider this line: “It inspires wonder and awe in the millions of tourists who view it each year—and there’s no evidence that these visitors have worse luck than anyone else!” This line supports the idea that \_\_\_\_\_.
  - A. the Hope Diamond should be returned to India
  - B. the curse of the Hope Diamond is not real
  - C. the Hope Diamond is worth a lot of money today
  - D. the curse of the Hope Diamond is real
6. Which best describes the way Dignan structures the section “The Truth”?
  - A. She compares the Hope Diamond with other famous jewels.
  - B. She describes the Hope Diamond’s appearance.
  - C. She presents the causes and effects of the French Revolution.
  - D. She lists some of the owners of the Hope Diamond and describes the tragedies that befell them.

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

## Constructed-Response Question

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

---

7. How does Dignan support the idea that the curse of the Hope Diamond is not real? Use text evidence to support your answer.

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

# Poetry Analysis

## "A List of Things That Will Set You Free"

---

1. What do you think the title of the poem means?
2. Consider the first two lines. How might "feet" and "wheels" set someone free?
3. How could "wind" and "sunshine" set someone free?

- 4.** The poet writes that you can say to yourself, "It's not my fault" and "It is my fault, and I will fix it." What do you think the poet means in these two lines?
- 5.** Look at the illustrations that accompany the poem. Choose one or two to analyze. How do they connect to the poem?
- 6.** What are some other actions or ideas that can "set you free"?

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

# Poetry Planner

This activity will help you write a poem called "A List of Things That Will \_\_\_\_\_," modeled on Joyce Sidman's poem "A List of Things That Will Set You Free." (You can fill in the blank however you like.)

You will need your own paper to write on.

## Step 1: Choose your topic (and your title).

The title of your poem will tell readers what your poem is about. So the first thing you need to do is choose your topic—and then *BAM!* You'll also have your title.

Remember, your title should go like this:

A List of Things That Will \_\_\_\_\_

Fill in the blank however you choose!

Take some time to brainstorm ideas for your topic/title.

Write your ideas on your paper. Here are some general ideas to consider as you think about your topic. You can absolutely come up with a totally different idea! Whatever matters to *you* or interests *you* is what you'll be best at writing about.

a list of things that will . . .

help you do something

*Ex: a list of things that will help you do a backflip*

make you feel a certain way

*Ex: a list of things that will build your confidence*

affect someone or something else in some way

*Ex: a list of things that will impress your dog*

change something

*Ex: a list of things that will make the internet a kinder place*

make something happen

*Ex: a list of things that will get you out of bed in the morning*

give you something

*Ex: a list of things that will give you a headache*

## Step 2: Brainstorm words and phrases for the first stanza of your poem.

The first 10 lines of Sidman's poem are very short—one or two words each, arranged in pairs. On your paper, list words and phrases you could use for the first stanza of your poem. You can list pairs of words and phrases, or you can list single words and phrases and organize them later.

Among your ideas, see if you can include:

- ◆ words or phrases that start with *a* or *an* (like "a voice" and "a touch")
- ◆ *-ing* verbs or verb phrases (like "caring" and "not caring")

## Step 3: Work on the second stanza.

In the second stanza of Sidman's poem, she uses a colon to introduce a list of things you could say to yourself.

Spend some time writing your second stanza. Write it as a list introduced by a colon. Try making the items on your list short sentences, the way Sidman does.

## Step 4: Write your last line.

In Sidman's poem, the last line is a sixth thing that *could* go on the second-stanza list.

How do you want to conclude your poem? Do you also want the last line to be an item that could go on the second-stanza list? Or do you have another idea?

## Step 5: Put it all together.

Now you're ready to put all your ideas together and write the first draft of your poem.

Don't forget to think about spacing—do you want to indent any lines, the way Sidman does? Or do you have a different idea?

## Step 6: Revise.

*When you have your first draft . . .*

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

# Poetry Contest

Write your own "A List of Things That Will \_\_\_\_\_" poem, filling in the blank however you like. Use Sidman's poem as a model. Send your poem to Poetry Contest. Three winners will each get *What the Heart Knows* by Joyce Sidman.

## Entries will be judged on:

- ✓ creativity
- ✓ clarity

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

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

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

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

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

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

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

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

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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

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

# Vocabulary

## "Bicycle Mania" and "Will Jet Packs Take Off?"

1. **careen (kuh-REEN)** *verb*; To careen is to move quickly in an out-of-control way, leaning or tipping dangerously from side to side. A go-kart might careen around a turn on a racetrack, skidding wildly.

2. **contraption (kuhn-TRAP-shuhn)** *noun*; A contraption is a machine, device, or gadget that is regarded as unusual or strange.

3. **emancipate (ih-MAN-suh-peyt)** *verb*; *Emancipate* means "to set free from someone else's control or power."

Frederick Douglass escaped slavery and became a great American activist, author, and public speaker. He argued that all enslaved people should be completely and immediately emancipated.

4. **enamor (ih-NA-muhr)** *verb*; When you are enamored by someone or something, you are filled with a feeling of love, admiration, or fascination for that person or thing. *Enamor* is usually used in the passive voice and followed by *of*, *with*, or *by*, as in "Jenny is enamored with tennis and plays the sport every day" or "Ty is enamored by his new house plant. He's spent hours reading about plant care and talks about the plant almost as if it were a puppy!"



- 5. innovation (ih-nuh-VAY-shuhn)** *noun*; An invention is a totally new device or process that is created after study and experimentation. *Innovation*, on the other hand, can refer to something new or to a change made to an existing idea, method, or device. For example, the first light bulb was an invention, while LED light bulbs—which use 75 percent less energy and last up to 25 times longer than traditional light bulbs—were an innovation.

*Innovation* can also mean "the act or process of innovating," as in "The first moon landing sparked a wave of innovation."

- 6. maneuverability (muh-noo-vuh-ruh-BIH-luh-tee)** *noun*; To maneuver [muh-NOO-vuhr] something is to move it with great skill and care, as in "The driver skillfully maneuvered the truck down the narrow street."

Maneuverability is the quality of being easy to move, steer, or direct while in motion. Submarines have poor maneuverability; they need help turning around in tight spaces.

- 7. menace (MEH-nuhss)** *noun or verb*; A menace is someone or something that threatens to cause harm.

A bully is a menace to the kids they pick on. Air pollution is a menace to our health.

As a verb, *menace* means "to threaten." If a cat is swiping at every dog that walks by, the cat is menacing the dogs in the neighborhood.

- 8. terrain (tuh-REYN)** *noun*; Terrain refers to the natural features—such as mountains, valleys, soil, rocks, sand, and forests—of an area of land. A desert in Utah was chosen as the location for a Mars research station because its terrain is so similar to the terrain of Mars.

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

# Close-Reading Questions

## "Bicycle Mania"

---

1. Describe the article's introduction (the beginning, up to the first purple squiggle). Why might author Kristin Lewis have written it this way? What does it help readers understand? (author's craft)
  
2. How did the bicycles of the 1800s compare with the bicycles you might ride today? (compare and contrast)
  
3. How did the public feel about early bicycles? What eventually changed people's attitudes? (key ideas and details)
  
4. Lewis writes that Susan B. Anthony said the bicycle "has done more to emancipate women than any one thing in the world." What did Anthony mean? How did bicycles emancipate women? (figurative language)

**5.** Why are bicycles still popular today? (key ideas and details)

## **"Will Jet Packs Take Off?"**

**1.** What similarities exist between the Rocket Belt and velocipedes? What differences exist between bicycles and jet packs of today? (synthesis)

**2.** What connection do the articles make between bicycles, jet packs, and possibility? (central ideas and details)

## Critical-Thinking Questions

“Bicycle Mania” and “Will Jet Packs Take Off?”

1. Do you think Lewis thinks jet packs will take off? Do you think they will?
2. The bicycle was once controversial and even banned in several cities. Are there any modes of transportation or devices that are now controversial but which you predict will one day be commonplace and beloved?

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

# Featured Skill: Synthesis

**Directions:** Read "Bicycle Mania" and "Will Jet Packs Take Off?" Then use this planner to help you respond to the prompt that appears at the end of the articles.

**The prompt at the end of the articles says:**

Do you think jet packs could become as popular as bicycles?  
Why or why not? Use text evidence to support your ideas.

**This activity will help you think through your response.**

1. What were these inventions like when they first came out? How did people feel about them?

BICYCLES

JET PACKS

2. How have these inventions changed or improved over time? How have people's views of them changed?

BICYCLES

JET PACKS

3. Are these inventions popular today? If yes, why?  
If no, why not?

BICYCLES

JET PACKS

# CHOICE BOARD

## “BICYCLE MANIA” AND “WILL JET PACKS TAKE OFF?”

Do you think jet packs could become as popular as bicycles? Why or why not? Use text evidence to support your ideas.

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

Lewis writes, “In popular culture, jet packs seemed to be everywhere—in cartoons, comic books, movies, and cereal advertisements.” Create your own animation, comic strip, or cereal box that depicts a future in which flying by jet pack is as common as riding a bicycle.

Create a “found poem,” using pieces of text from both articles. Choose words, phrases, and sentences around themes of freedom, flying, and possibility.

(You may want to write your words, phrases, and sentences on separate slips of paper so you can rearrange them.)

Create an illustrated timeline that shows the bicycle’s rise in popularity, drawing on information from “Bicycle Mania.”

Then create a timeline about the jet pack, drawing on information from “Will Jet Packs Take Off?” Fill in the end of the timeline using your imagination. Do jet packs ever become popular modes of transport? Make your prediction clear in the timeline.

If you’re familiar with the podcast “Smash Boom Best,” create your own episode titled “Bicycles vs. Jet Packs.” For inspiration and guidance, listen to this episode: [“Spaceships vs. Submarines.”](#)

Imagine it’s the year 2423 and the first school jet packs were just invented. Create an advertisement for these jet packs. Your ad should include an illustration and reasons why all children should travel to school via jet pack.

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

# Finding and Using Text Evidence

**Directions:** Read "Bicycle Mania." Then complete this activity to practice finding text evidence.

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

*Claim*

**Early bicycles were uncomfortable.**

*Claim*

**A.** "By 1870, velocipedes had all but vanished in many cities."

**B.** "Back then, the bicycle was a relatively new invention—and one that many people despised."

**C.** "Because the wheels were metal, every bump made riders feel like their bones might be jostled right out of their skin."

**D.** "Factories cranked out bicycles at lightning speed."

**2. Read the lines below. Then circle the claim that they both support.**

**Text Evidence 1:**

"Hordes of riders careening down streets and sidewalks scared horses and crashed into pedestrians."

**Text Evidence 2:**

"Riders flew over handlebars, tumbled off bridges, and shattered bones in gruesome falls."

**Claim**

**A.** Early bicycles were despised.

**B.** Early bicycles were dangerous.

**C.** John Kemp Starley made a better bicycle.



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



**Bicycles are incredibly popular today.**



**Text Evidence:**

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

# Finding and Using Text Evidence

**Directions:** Read "Bicycle Mania." Then complete this activity to practice finding text evidence.

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

*Claim*

**Early bicycles were uncomfortable.**

*Claim*

**A.** "By 1870, velocipedes had all but vanished in many cities."

**B.** "Back then, the bicycle was a relatively new invention—and one that many people despised."

**C.** "Because the wheels were metal, every bump made riders feel like their bones might be jostled right out of their skin."

**D.** "Factories cranked out bicycles at lightning speed."

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

**Text Evidence 1:**

"Hordes of riders careening down streets and sidewalks scared horses and crashed into pedestrians."

**Text Evidence 2:**

"Riders flew over handlebars, tumbled off bridges, and shattered bones in gruesome falls."

**Claim**




---



---

**3. A. Read the claim below. Then find two pieces of text evidence that support the claim.**

*Claim*

**Bicycles are incredibly popular today.**

*Claim*

**Text Evidence 1:**

**Text Evidence 2:**

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

**4. Now it's your turn! Write a short paragraph that answers this question:**

*How did bicycles open up a world of possibility for people?*

**Tips**

- State your claim.
- Support your claim with a piece of text evidence. (As author Kristin Lewis explains, \_\_\_\_.)
- Explain how the evidence supports your claim. (Clearly, \_\_\_\_.)

**Your Paragraph**

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

# Exploring Text Structure

**Directions:** Read "Bicycle Mania" and "Will Jet Packs Take Off?" Then use the graphic organizers in this activity to organize information from the articles.

## PROBLEM AND SOLUTION

Fill in the problem/solution pair from each article below.

### Problem 1

Early bicycles were uncomfortable, dangerous, and unpopular.



### Solution 1

### Problem 2

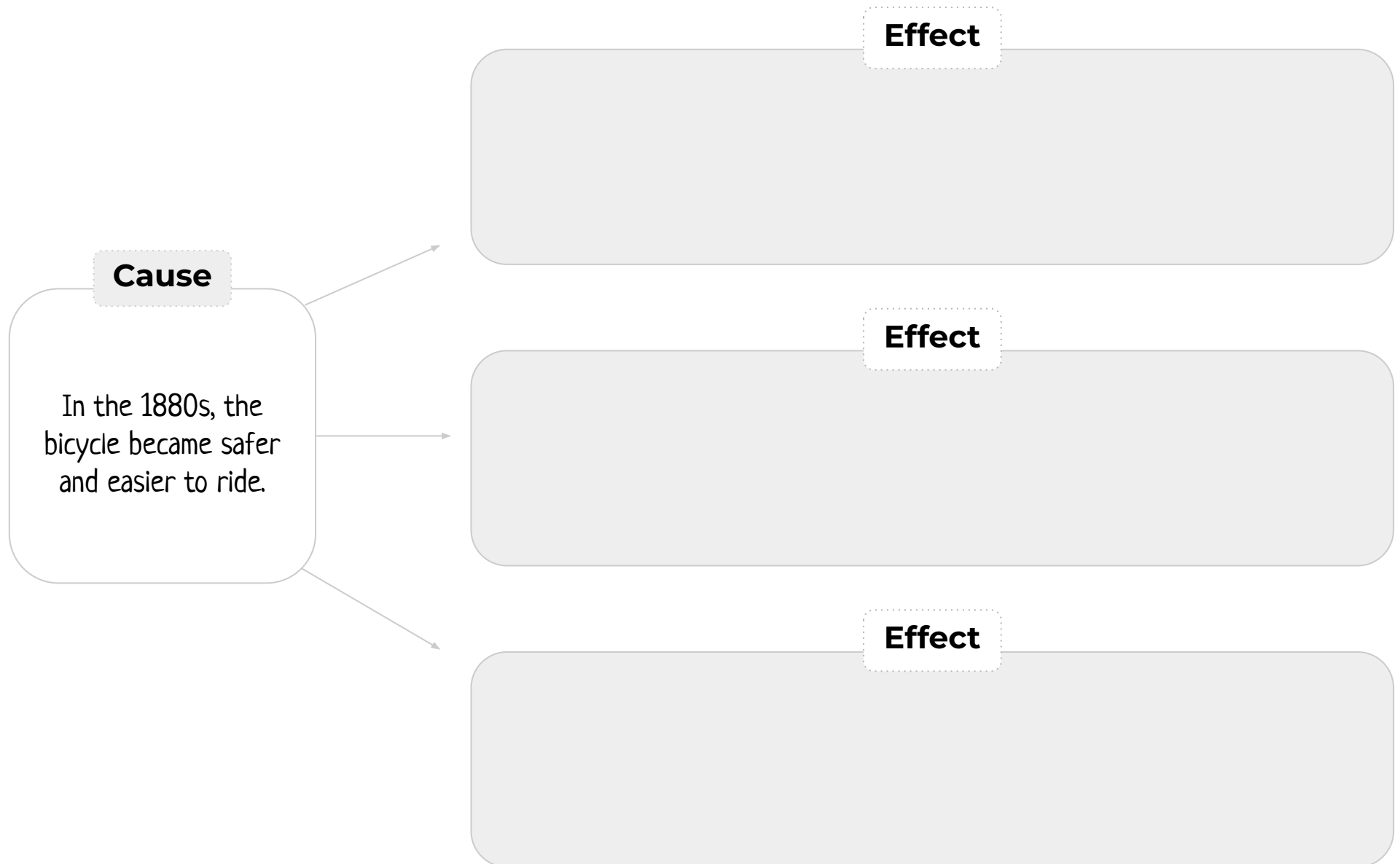
The U.S. Army needed a way for soldiers to get over rough terrain easily.



### Solution 2

## CAUSE AND EFFECT

Fill in the cause and effect relationship from “Bicycle Mania” below.



## DESCRIPTION

In “Will Jet Packs Take Off?,” what did you learn about the challenges of jet packs? Finish filling in the graphic organizer below.



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

# Exploring Text Structure

**Directions:** Read "Bicycle Mania" and "Will Jet Packs Take Off?" Then use the graphic organizers in this activity to organize information from the articles.

## PROBLEM AND SOLUTION

Fill in the problem/solution pair from each article below.

### Problem 1

Early bicycles were uncomfortable, dangerous, and unpopular.

### Solution 1

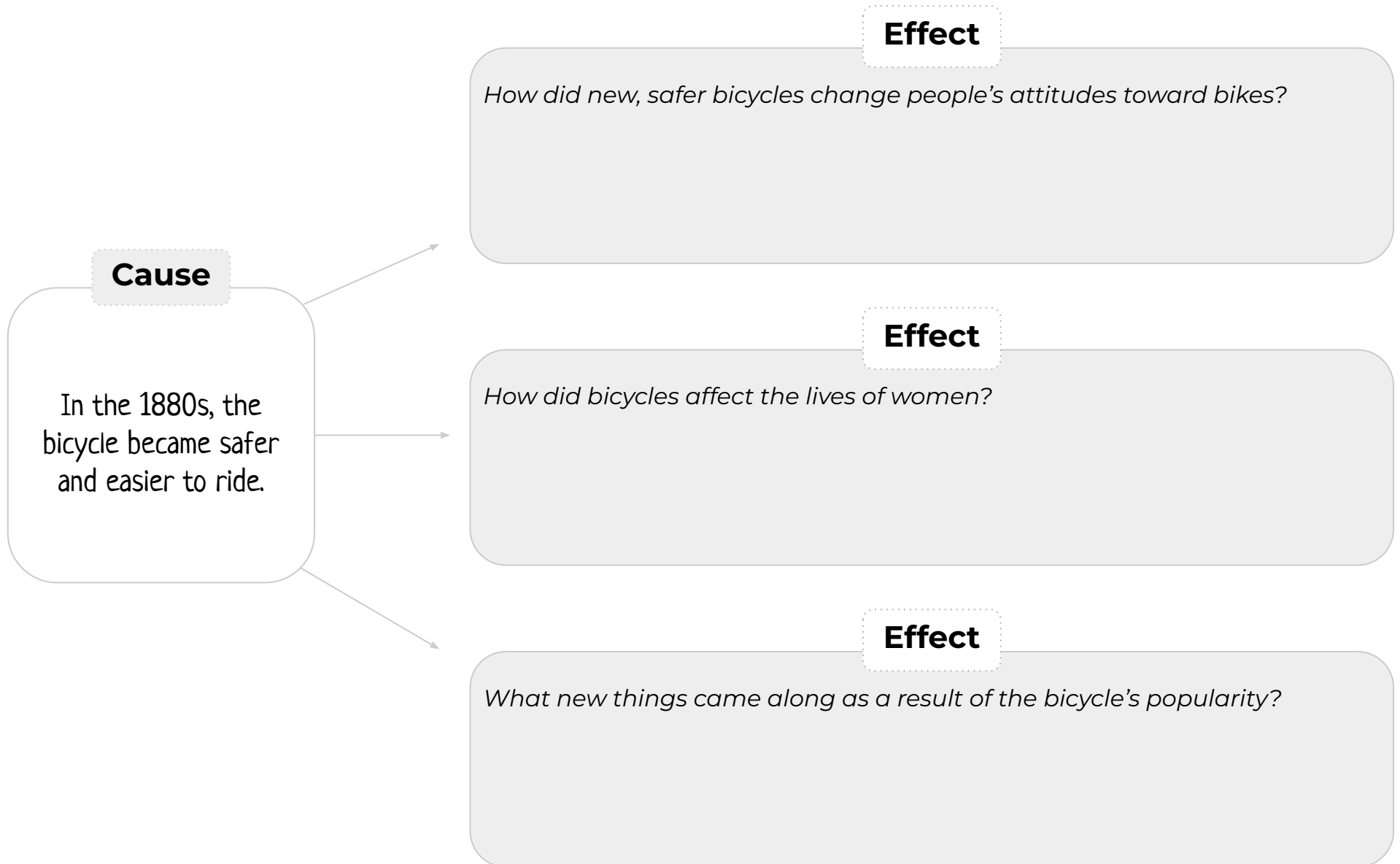
### Problem 2

The U.S. Army needed a way for soldiers to get over rough terrain easily.

### Solution 2

## CAUSE AND EFFECT

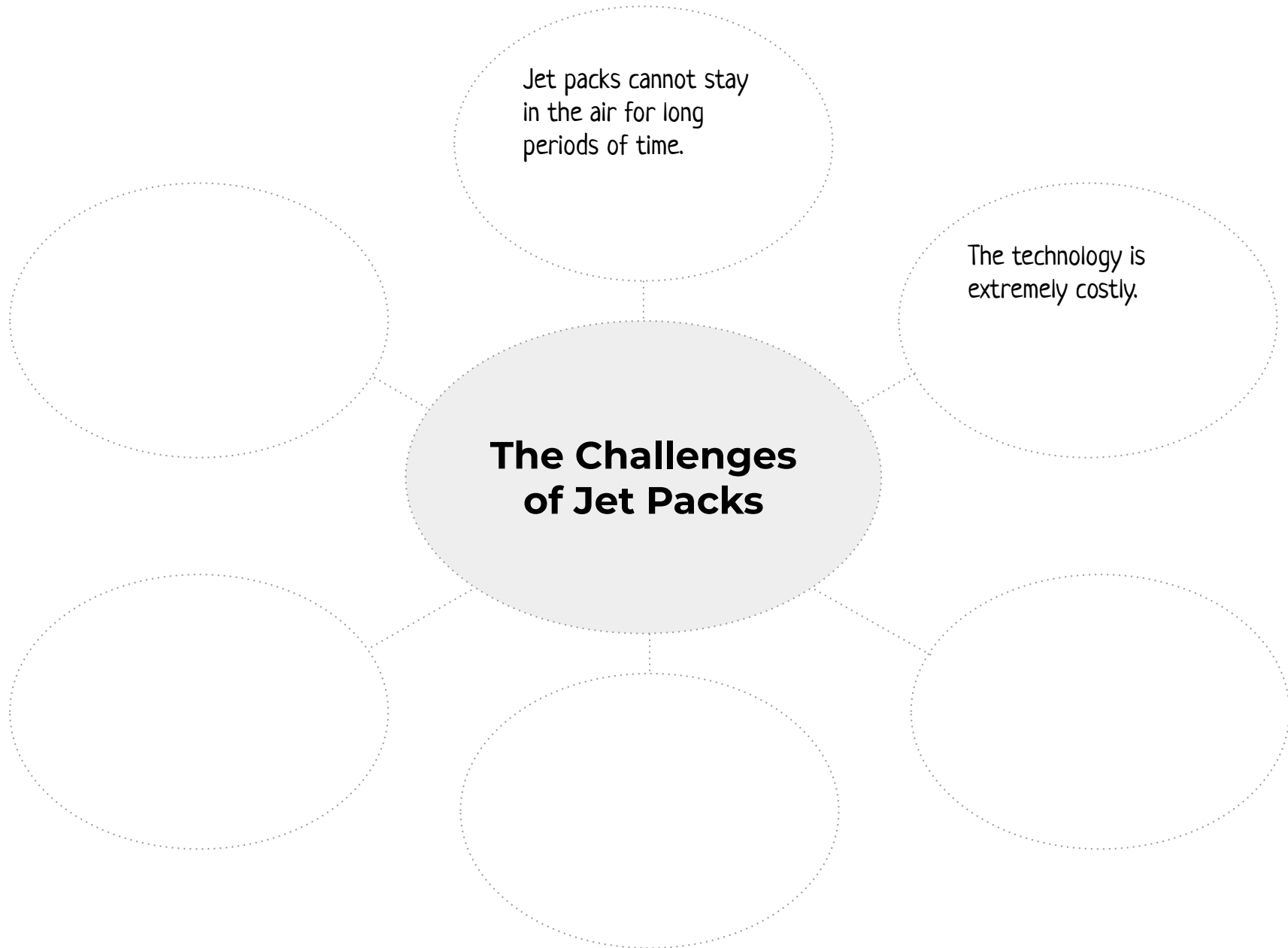
Fill in the cause and effect relationship from “Bicycle Mania” below.





## DESCRIPTION

In “Will Jet Packs Take Off?,” what did you learn about the challenges of jet packs? Finish filling in the graphic organizer below.



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

## Paired Texts Quiz

**Directions:** Read “Bicycle Mania” and “Will Jet Packs Take Off?” from the September issue of *Scope*. Then answer the questions below.

---

1. In the introduction of the article “Bicycle Mania,” author Kristin Lewis writes that in the 1860s, many people despised bicycles. Which section explains why?
  - A. “Devoted Fans”
  - B. “Thrilling and Dangerous”
  - C. “Bicycle Mania”
  - D. “Extraordinary Adventure”
2. In the article “Bicycle Mania,” Lewis writes, “Because the wheels were metal, every bump made riders feel like their bones might be jostled right out of their skin.” This line \_\_\_\_\_. Choose TWO.
  - A. helps explain why air-filled tires were a big improvement to bicycles when they were added in the 1880s
  - B. supports the idea that early bicycles were innovative
  - C. contains descriptive language that helps the reader understand what riding an early bicycle was like
  - D. explains why early bicycles were dangerous
3. All of the following statements could be supported by information in “Bicycle Mania” EXCEPT which?
  - A. Bicycles changed life for women.
  - B. People’s attitudes toward bicycles have changed over time.
  - C. Bicycles are no longer popular.
  - D. Bicycles changed the way people travel.
4. In “Will Jet Packs Take Off?” Lewis writes, “It was the first-ever Super Bowl. But the game wouldn’t be the only spectacle that day.” Which is the definition of *spectacle*?
  - A. a show you have to pay for
  - B. an entertaining or dramatic public display
  - C. a private event
  - D. a sporting event
5. Lewis writes, “Suitor, who was one of the first to test the device, once said the training was like learning ‘to balance while standing on a beach ball on the ocean.’” Lewis likely included this quote to \_\_\_\_\_. Choose TWO.
  - A. help readers understand how difficult it can be to use a jet pack
  - B. help explain why early jet packs did not catch on
  - C. show readers how impressive Suitor was
  - D. explain what jet packs looked like
6. Which of the following did early jet packs and early bicycles have in common? Choose TWO.
  - A. They caused injuries.
  - B. They were expensive.
  - C. They were hard to make.
  - D. They were hard to control and maneuver.

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

## Constructed-Response Questions

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

- 7.** How did the invention of the bicycle help to improve the lives of women? Use text evidence to support your answer.
- 8.** Bicycles went from being very unpopular to extremely common. Why has the same thing not happened with jet packs? Support your ideas with text evidence.

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

## Paired Texts Quiz

**Directions:** Read “Bicycle Mania” and “Will Jet Packs Take Off?” from the September issue of *Scope*. Then answer the questions below.

1. In the introduction to the article “Bicycle Mania,” author Kristin Lewis writes that in the 1860s, many people despised bicycles. Which line from the article explains why?
  - A. “Early bicycles offered a new way to get around.”
  - B. “Hordes of riders careening down streets and sidewalks scared horses and crashed into pedestrians.”
  - C. “Bicycles rolled into the world in the early 1800s.”
  - D. “Several cities went so far as to ban them.”
2. Lewis writes, “Because the wheels were metal, every bump made riders feel like their bones might be jostled right out of their skin.” This line \_\_\_\_\_. Choose TWO.
  - A. helps explain why air-filled tires were a big improvement to bicycles
  - B. supports the idea that early bicycles were well-made
  - C. tells you that riding an early bicycle was uncomfortable
  - D. explains why early bicycles were dangerous
3. Which of the following statements could be supported by information in “Bicycle Mania”?
  - A. Bicycles are more dangerous than they used to be.
  - B. Bicycles are no longer popular.
  - C. People’s attitudes toward bicycles have changed over time.
  - D. Bicycle accidents are common today.
4. In “Will Jet Packs Take Off?” Lewis writes, “It was the first-ever Super Bowl. But the game wouldn’t be the only spectacle that day.” Which is the definition of *spectacle*?
  - A. a show you have to pay for
  - B. an exciting or unusual sight
  - C. a private event
  - D. a sporting event
5. According to information in “Will Jet Packs Take Off?” which of the following are reasons early jet packs did not catch on? Choose TWO.
  - A. They required intense training.
  - B. They were expensive to make.
  - C. They broke down a lot.
  - D. People didn’t like the idea of them.
6. In the article “Bicycle Mania,” Lewis explains that early bicycles were hard to control and unsafe. Which lines from “Will Jet Packs Take Off?” express a similar idea about early jet packs? Choose TWO.
  - A. “It was also hard to maneuver . . .”
  - B. “It used rockets to lift a person off the ground.”
  - C. “For some 20 glorious seconds, they sailed through the air.”
  - D. “Over the years, fliers suffered shattered kneecaps, broken arms, and singed skin.”

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

## Constructed-Response Questions

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

---

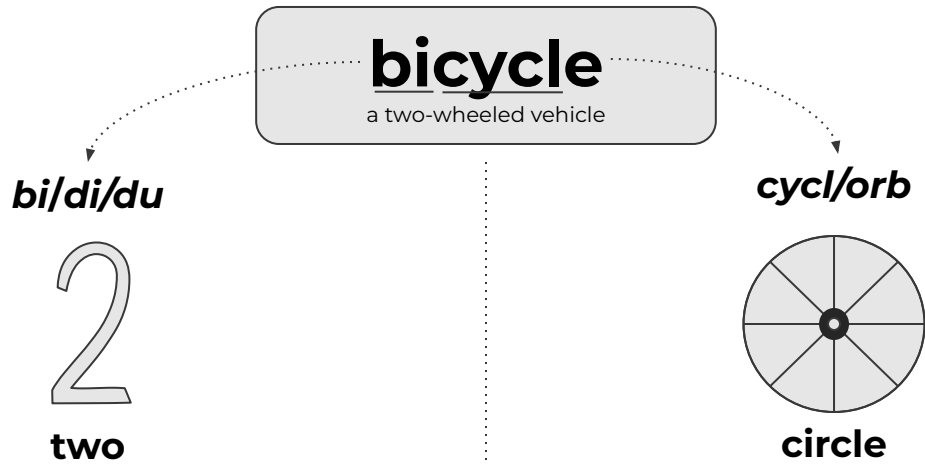
7. Describe one way the invention of the bicycle helped improve the lives of women. Use text evidence.

8. Compare and contrast today's bicycles with today's jet packs. Use details from the articles to support your answer.

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

# Word Study

Read "Bicycle Mania" and "Will Jet Packs Take Off?" from the September issue of *Scope*. Then complete this activity to learn more about Greek and Latin affixes and roots in two words from the article, along with related affixes and roots. Check your answers with a dictionary.



The prefixes *bi*, *di*, and *du* all mean "two." Match each "two" word below with its definition.

- A. binoculars
- B. bicentennial
- C. dialogue
- D. bilingual
- E. carbon dioxide
- F. dilemma
- G. duel
- H. duet

- \_\_\_\_\_ a difficult choice between two options
- \_\_\_\_\_ speaking two languages fluently
- \_\_\_\_\_ an instrument with two small telescopes joined together for viewing distant objects
- \_\_\_\_\_ a fight between two persons
- \_\_\_\_\_ the 200th anniversary of a significant event
- \_\_\_\_\_ a gas whose molecules each have two oxygen atoms
- \_\_\_\_\_ a performance by two musicians
- \_\_\_\_\_ a conversation between two or more people

Words with the roots *cycle* and *orb* are used for things or ideas that are circular. Match each "circle" word with its definition below.

- A. recycle
- B. orb
- C. motorcycle
- D. cyclone
- E. encyclopedia
- F. cyclops
- G. cycle
- H. orbit

- \_\_\_\_\_ a curved, repeating path that one object in space takes around another one
- \_\_\_\_\_ a mythological one-eyed giant
- \_\_\_\_\_ to use again
- \_\_\_\_\_ a circle-shaped storm, also known as a hurricane
- \_\_\_\_\_ a complete set of events that occurs repeatedly
- \_\_\_\_\_ a book containing the general knowledge people should know
- \_\_\_\_\_ a spherical body; a globe
- \_\_\_\_\_ a vehicle with two wheels and an engine

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

# terrain

the type of land in a particular area

**terr/geo**



**earth, land**

Words with the roots *terr* and *geo* all have something to do with earth or land. For each "earth" or "land" word below, look up its definition, then sketch a simple picture that illustrates its meaning.

extraterrestrial	terrier	geode
terrarium	geology	subterranean
territory	terra-cotta	Mediterranean

## Bicycles and Jet Packs Contest

Do you think jet packs could become as popular as bicycles? Why or why not? Use text evidence to support your ideas. Send your work to Bicycles and Jet Packs Contest. Three winners will each get a copy of *The Bicycle Spy* by Yona Zeldis McDonough.

### Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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



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

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

# Vocabulary

## "First-Day Fly"

1. **billow (BI-loh)** *noun or verb*; Long ago, *billow* was used as a noun meaning "a large sea wave." Today, *billow* usually refers to a moving mass of smoke or steam.

As a verb, *billow* means "to rise up, grow, or move as if in waves." Curtains might billow in the breeze. Smoke might billow out of a chimney on a cold day.

2. **downgrade (DOUN-grayd)** *verb*; As it is used in the story, *downgrade* means "to reduce someone or something to a lower rank or value." Being downgraded is the opposite of being improved, raised, or advanced. For example, someone might downgrade their Disney+ subscription from "Premium" (ad-free) to "Basic" (with ads). If a restaurant goes down in quality, reviewers might downgrade the restaurant from five stars to three stars.

3. **dress rehearsal (dres ri-HUR-suhl)** *noun*; A dress rehearsal is the final rehearsal before a performance such as a play or dance concert. During a dress rehearsal, the performers wear full makeup and costumes and treat the rehearsal as though it were a real performance in front of an audience.

4. **starch (stahrch)** *noun or verb*; Starch is a substance that can be sprayed on fabric before ironing it to make the fabric slightly stiff, giving it a crisp look and feel.

The verb *starch* means "to stiffen fabric or clothing with starch." You might starch your shirt before a school dance so that it looks extra fresh and wrinkle-free.

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

# Vocabulary Practice

## "First-Day Fly"

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

1. **Which of the following would someone be most likely to starch?**
  - a. a sparkly bracelet
  - b. a can of pea soup
  - c. a pair of flip-flops
  - d. cotton bedsheets
  
2. **Which of the following is NOT an example of downgrading?**
  - a. Steve called his phone company to switch to a smaller data plan.
  - b. A seller's ratings went from four stars ("excellent") to three stars ("good").
  - c. An internet provider decreased the internet speed in your town.
  - d. At a concert, your seats got moved from row 53 to row 2.
  
3. **Which word is LEAST similar in meaning to *billow*?**
  - a. disappear
  - b. swell
  - c. flow
  - d. ripple

**Directions:** Match the imaginary book titles below with their descriptions. There is one title you will not use.

### Book Titles

*The Dress Rehearsal*

*Billowing Doom*

*Downgraded*

*Steam and Starch*

4. Actor Missy Davies is onstage for the final run-through before opening night when suddenly, all the lights go out. When they come back on, Missy is nowhere to be found.

**Title:** \_\_\_\_\_

5. While working at his grandparents' dry cleaning business, Liam learns a lot more than how to make a shirt look great.

**Title:** \_\_\_\_\_

6. A supervolcano erupts, spewing lava and sending giant clouds of smoke and ash drifting across the planet. Those who survive must figure out how to live in a changed world.

**Title:** \_\_\_\_\_



**4.** How does author Jason Reynolds make a topic that could be pretty boring—ironing—fun and interesting? (author's craft)

**5.** Why might the author have decided to present the three "even though"s this way? (author's craft)

**6.** How does the main character feel at the end of the story? Why does he feel this way? (character)

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

# Critical-Thinking Questions

## "First-Day Fly"

---

**1.** Do you think that the way we dress and present ourselves can affect the way we feel? What about the opposite—can the way we feel affect the way we dress and present ourselves? Do either or both of these things happen in the story? Explain your responses.

**2.** Why might the first day of school be such an important day to the main character? Do you think it's an important day for a lot of students? Explain.

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

## Featured Skill: Character

**Directions:** Read "First-Day Fly." 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:

In a short essay, compare your feelings about the first day of school to the feelings the main character of "First-Day Fly" has about the first day of school.

**Use this activity to help gather the information you will use in your essay.**

**1. How do you usually feel about the first day of school? Explain what makes you feel this way.**

**2. How does the character in the story feel about his first day of school? How do you know?**

# CHOICE BOARD

## "FIRST-DAY FLY"

In a short essay, compare your feelings about the first day of school to the feelings the main character of "First-Day Fly" has about the first day of school.

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

Read the poem "[Ode to My Shoes](#)" at Scope Online. (An ode is a type of poem that expresses the writer's feelings about a specific person, place, or thing.)

Then, from the perspective of the main character in "First-Day Fly," write an ode to your shoes (or your jeans, or your T-shirt, or your mom, or even your protractor—you decide).

Tell the story of the main character's first day of school. You can tell the story through a short story, a poem, or a comic.

Create a book jacket for "First-Day Fly":

On the front cover, include the title, author, and original art.

On the front flap, write a brief summary of the story.

On the back flap, include a photo and description of the author.

On the back cover, draw the main character accompanied by one of your favorite lines or excerpts from the story.

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

## “First-Day Fly” Quiz

**Directions:** Read “First-Day Fly” from the September issue of *Scope*. Then answer the questions below.

1. **Which best describes the point of view from which the story is told?**
  - A. The story is told by the main character, who speaks directly to the reader.
  - B. The story is told by a narrator who knows what the main character is thinking and feeling.
  - C. The story is told by a narrator who knows what all the characters are thinking and feeling.
  - D. The story is told by two different characters in the story.
2. **The narrator refers to “the rush of hallelujah that comes over you once you realize the protractor is the answer to really scraping the leather clean.” Which phrase could best replace “rush of hallelujah”?**
  - A. spark of hope
  - B. inspiration to sing
  - C. feeling of surprise
  - D. wave of thankfulness
3. **Jason Reynolds writes that Thomas Baker “stepped on your foot with his dirty boots and turned your sneaker into a construction site.” This line contains a \_\_\_\_\_ that \_\_\_\_\_.**
  - A. simile; tells you the main character’s sneaker became dangerous to wear
  - B. metaphor; tells you the main character’s sneaker became muddy and disordered
  - C. hyperbole; emphasizes how large the main character’s sneaker was
  - D. personification; illuminates how loud the main character’s sneaker squeaked when he walked
4. **Which lines help you understand that the condition of his sneakers is very important to the main character? CHOOSE TWO.**
  - A. “How were you supposed to hear anything Mrs. Montgomery had to say about triangles and diameters and whatever a hypotenuse is when your sneakers are practically bleeding to death?”
  - B. “And everybody moos like cows because they’re all immature.”
  - C. “You’ve cleaned them almost every day with toothbrush and toothpaste, rag and soap, and sometimes the sharp corner of a protractor . . .”
  - D. “But, like jeans, T-shirts also can’t be creased.”
5. **How does the main character feel about wearing his brother’s hand-me-down jeans?**
  - A. He is disappointed and angry; he badly wants to buy a brand-new pair of jeans.
  - B. He wishes the jeans did not have a slash in the knee, but otherwise he likes the jeans and doesn’t mind wearing them.
  - C. He is thrilled; he loves the jeans and has been wanting them for a long time.
  - D. He doesn’t have a strong opinion.
6. **Which of the following best summarizes “First-Day Fly”?**
  - A. A boy goes shopping for new T-shirts.
  - B. A boy becomes upset when a classmate steps on his sneaker.
  - C. A boy carefully prepares his outfit for the first day of school.
  - D. A boy is sent to the principal’s office for not paying attention in geometry.





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

## “First-Day Fly” Quiz

**Directions:** Read “First-Day Fly” from the September issue of *Scope*. Then answer the questions below.

1. **“First-Day Fly” is told from the \_\_\_\_\_.**
  - A. first-person point of view: The narrator uses the pronoun *I*
  - B. second-person point of view: The narrator uses the pronoun *you*
  - C. third-person point of view: The narrator uses the pronouns *he*, *she*, and *they*
  - D. first-person and second-person points of view
2. **When the main character figures out that he can use his protractor to clean his sneakers, a “rush of hallelujah” comes over him. In other words, he feels \_\_\_\_\_.**
  - A. smart
  - B. inspired
  - C. surprised
  - D. thankful
3. **Jason Reynolds writes that Thomas Baker “stepped on your foot with his dirty boots and turned your sneaker into a construction site.” This line contains a metaphor that emphasizes the sneaker’s \_\_\_\_\_.**
  - A. danger
  - B. messy, dirty appearance
  - C. large size
  - D. squeakiness
4. **Which lines help you understand that the condition of his sneakers is very important to the main character? CHOOSE TWO.**
  - A. “How were you supposed to hear anything Mrs. Montgomery had to say about triangles and diameters and whatever a hypotenuse is when your sneakers are practically bleeding to death?”
  - B. “And everybody moos like cows because they’re all immature.”
  - C. “You’ve cleaned them almost every day with toothbrush and toothpaste, rag and soap, and sometimes the sharp corner of a protractor . . .”
  - D. “But, like jeans, T-shirts also can’t be creased.”
5. **How does the main character feel about wearing his brother’s hand-me-down jeans?**
  - A. He is disappointed. He would rather have a new pair of jeans.
  - B. He doesn’t mind, but he wishes the jeans did not have a slash in the knee.
  - C. He is thrilled. He has been wanting the jeans for a long time.
  - D. He doesn’t have a strong opinion.
6. **Which of the following best summarizes “First-Day Fly”?**
  - A. A boy goes shopping for new T-shirts.
  - B. A boy becomes upset when a classmate steps on his sneaker.
  - C. A boy carefully prepares his outfit for the first day of school.
  - D. A boy is sent to the principal’s office for not paying attention in geometry.

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

- 7.** How does the main character feel about the first day of school? Use text evidence to support your answer.
- 8.** In a simile, something is described by comparing it to something else using the words *like* or *as*. Consider this simile from “First-Day Fly,” which describes the main character’s freshly ironed jeans: “Denim like a calm lake, not a rolling river, or a sharp iceberg.” What does this simile tell you about the main character’s jeans?

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

# Literary Devices Scavenger Hunt

metaphor

simile

two very short lines

two medium-length lines

two long lines

fragments

repeated words

rhetorical question

# First-Day Fly Contest

In a short essay, compare your feelings about the first day of school to the feelings the main character of “First-Day Fly” has about the first day of school.

Send your essay to First-Day Fly Contest. Three winners will each get  
*Ghost* by Jason Reynolds.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

Parent's or legal guardian's signature:

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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

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

# Write Like a Pro Challenge

Read "Would You Do That?" Then take the challenge below.

**Write a note to your student council proposing a theme for the fall dance. In your note:**

- Introduce the theme of the dance using a colon.
- List three decorations you would include. Introduce the list with a colon.
- State that your classmates would love this theme and explain why. Use a colon to signal that you are about to elaborate.

---

---

---

---

---

---

---

---

---

---

---

# Using Colons

A colon is a punctuation mark that follows a complete sentence and is typically used to introduce things: lists, descriptions, quotations, and more. (See what we did there?)

**This is a colon**  
:

## USE A COLON TO ...

### **introduce a list**

*I like my pizza with an odd combination of toppings: pineapple, jalapeño, and anchovies.*

### **introduce a quotation**

*Then the villain uttered his final words: "You'll pay for this!"*

### **add emphasis or call attention to what comes after it**

*There was one thing writer Jason Reynolds didn't like to do as a kid: read.*

### **signal that what follows will clarify or elaborate on what came before it**

*My brothers were having an argument about tomatoes: Are tomatoes fruits or vegetables?*

# You Try It!

**Directions:** Refer to the model sentences on the previous page to help you as you compose sentences using colons. Pay special attention to when to use capital letters.

1. Compose a sentence that lists what you like/dislike about one of the four seasons, using a colon to introduce the list.

---

---

2. Compose a sentence that introduces a favorite song lyric or quote using a colon.

---

---

3. Compose a sentence that reveals the one food you'd eat every day forever if you had to. Use a colon to reveal it.

---

---

4. Compose a sentence that shares the name of the best TV show or movie you've seen lately. Elaborate on why you think it is so great, using a colon.

---

---



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

# Root Power

## PART 1: MEANING

In this issue's "Root Power," you learned the root *fort*, which means *strong*. 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, using a dictionary as needed.

Draw a picture that helps you remember the meaning of the root *fort*.



**fort**

WORD	MEANING
<b>fort</b> (fort; <i>noun</i> )	
<b>discomfort</b> (dis-KUHM-fert; <i>noun</i> )	
<b>fortitude</b> (FOHR-ti-tood; <i>noun</i> )	
<b>effort</b> (EH-fert; <i>noun</i> )	
<b>forced</b> (forst; <i>verb</i> )	
<b>comfortable</b> (KUHMF-ter-buhl; <i>adjective</i> )	
<b>forte</b> (FOR-tay; <i>noun</i> )	

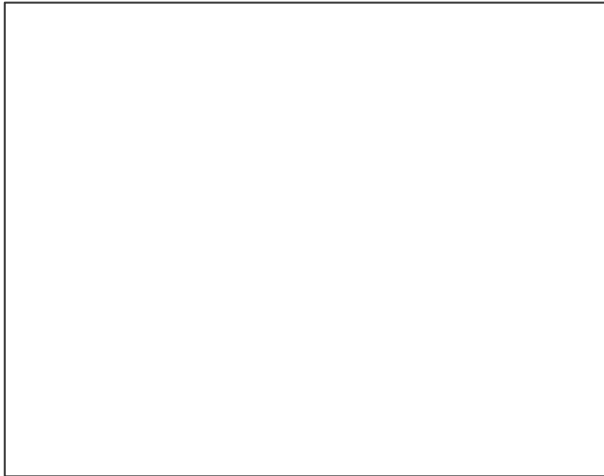
**PART 2:  
PRACTICE**

Answer the questions below.

1. Name an object that would take effort to lift.

\_\_\_\_\_

2. Draw a picture of a fort.



3. List two things that would make you comfortable during a binge-watching fest of your favorite TV show.

\_\_\_\_\_

\_\_\_\_\_

4. Which word is a synonym for *fortitude*?

- a. courage
- b. fear

5. Bianca's mom forced her to drink a glass of milk before leaving the dinner table. Did Bianca want to drink the milk?

- a. Yes!
- b. Nope.

6. Damian says that dancing is his forte. You can assume that dancing is

- a. Damian's specialty; he picks up moves quickly and easily.
- b. difficult for Damian and he avoids it by all means necessary.

7. Which would bring someone discomfort?

- a. a headache
- b. receiving a birthday gift

**PART 3:  
ROOT  
CHALLENGE**

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

1. Think of another word that contains the root *fort*. Write it below.

---

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

---



---

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

# Root Power Contest

Read "The Night Storm." Then follow these steps: **1.** Write down the meaning of each word in red. Use context clues and, if needed, a dictionary. **2.** Think of another word that contains *fort*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Send your work to Root Power Contest. Three winners will each get a \$20 Scholastic gift card.

## Entries will be judged on:

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

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

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

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

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

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

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

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

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

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

**Parent's or legal guardian's signature:**

X \_\_\_\_\_

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

**ENTRIES MUST BE RECEIVED BY October 16, 2023.**

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