

SECRETS OF THE SKULLS

HOW A SUGAR SKULL ARTIST CELEBRATES THE DAY OF THE DEAD

Directions: Circle the correct word in each bolded group.

Works of Art

Does the thought of seeing a skull send shivers down your spine? For Laura Martinez, it's just another day as a sugar skull maker.

There/Their/They're is nothing scary about Martinez's skulls.

There/Their/They're colorful works of art that she sells through her business, East Los Sweets.

Sugar skulls are popular decorations during Día de los Muertos, or Day of the Dead. This holiday is celebrated on November 1 and 2 in Mexico and other places around the globe. During the celebration, people remember **there/their/they're** loved ones who have passed away.

Honoring the Dead

For more than a decade, Martinez has crafted sugar skulls in a corner of her father's bakery in Los Angeles, California. The skulls are placed on Day of the Dead altars, called ofrendas, that honor the dead.

The altars are commonly decorated with photos of loved ones who have died, as well as **there/their/they're** favorite foods and drinks. People also scatter marigolds around the altars; **there/their/they're** bright color and strong smell are believed to help guide the dead back to their families.

Making Skulls

To make her skulls, Martinez presses a sand-like mixture of water, meringue powder, and sugar into skull molds. Once the sugar skulls harden, she pops them out of the molds. Now **there/their/they're** ready to decorate!

Martinez carefully adds round eyes, grinning mouths, and flower crowns. The detail work can take hours, but she considers it an honor. "It's very touching," Martinez says. "I'm helping you to celebrate your deceased relative."

Name: _____

THERE, THEIR, OR THEY'RE?

There, their, and they're are often confused and misused. Here's what you need to know to use them correctly:

there

Use **THERE** to refer to a place or to the existence of something.

Examples:

Anne found her book over **there**, behind the oak tree.

There will be free ice cream at Super Scoops' grand opening.

their

Use **THEIR** to show possession.

Examples:

The Goldbergs brought **their** new baby home today.

The dogs played with **their** tennis balls all afternoon.

they're

Use **they're** as a contraction of "they are."

Examples:

I love hanging out with Kim and Carli. **They're** so funny!

Ben and Gabriel say **they're** trying out for the team.

Directions: Underline the correct boldface word in each sentence below.

1. The Smiths have lived in Detroit for three years, but **there/their/they're** moving back to Seattle next month.
2. Megan already left for the party. Lilly is meeting her **there/their/they're** after dinner.
3. Anthony carried the twins' birthday cake, and I carried **there/their/they're** presents.
4. Tyler said **there/their/they're** are four kittens sleeping in a box under the porch.

Name: _____

Directions: Write either *there* or *their* or *they're* in each blank in the paragraph below.

Yesterday, my younger sisters challenged me to a game of Scrabble. Usually, I avoid playing games with them because _____ terrible cheaters. But _____ pleading wore me down, and it was raining, so I agreed. We set up the board on the dining room table, removing Princess, the cat that likes to sleep _____. Then we picked our tiles. _____ are only two blank tiles, and I got them both! Things were looking good. The girls obviously didn't like _____ tiles. They kept trying to sneak _____ hands into the tile bag for new ones. _____ is not much else to say about the game, except that it went on and on. When it finally ended and my sister Lisa won, I was very ready to get out of _____ !

Name: _____

Decode a Secret Message

Can you translate this coded message?

**MOASI NE-AHS-JAH LHA-CHA-EH DZEH GAH DZEH
MOASI DZEH TKIN A-KEH-DI-GLINI DZEH LHA-CHA-EH**

MOASI	= Cat
LHA-CHA-EH	= Dog
DZEH	= Elk
TKIN	= Ice
NE-AHS-JAH	= Owl
GAH	= Rabbit
A-KEH-DI-GLINI	= Victor

Name: _____

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

Vocabulary

"Code Talkers"

- 1. ally (A-lahy) noun;** As used in the article, the noun *ally* refers to a nation that cooperates with or gives help to another nation, especially during a time of war. Allies agree to support each other and be on the same side; they're the opposite of enemies.
- 2. declassify (dee-KLA-suh-fahy) verb;** Classified information is information that the government withholds from the general public for reasons of national security. In other words, the information (documents, records, etc.) is top secret.

If the government declassifies information, the government officially declares that the information is no longer secret—the public is allowed to see it or learn about it.
- 3. enact (ih-NAKT) verb;** *Enact* means "to make something officially part of the law." In 1919, the 19th Amendment to the Constitution was enacted to guarantee women the right to vote. The United States Capitol in Washington, D.C., is where Congress enacts bills and other legislation.
- 4. front (fruhnt) noun;** As used in the article, *front* refers to a region in which combat takes place during a war. For example, during World War II, the U.S. fought on two main fronts: in Europe, against Germany and Italy, and in the Pacific, against Japan.
- 5. indispensable (in-dih-SPEN-suh-buhl) adjective;** If something is dispensable, it can be replaced or done without; it's not really needed. Once mobile phones were invented, people started to see their house phones (the ones attached to the wall with a cord) as dispensable.

The prefix *in-* means "not." If something is indispensable, it cannot be replaced or done without; it is absolutely necessary. You could say that mobile phones have become an indispensable part of most people's lives.

- 6. oasis (oh-AY-suhs)** *noun*; An oasis is a green spot in a desert where water is found and plants grow.

Oasis can also be used to describe anything that feels like a relief or pleasant change. You might find your school's library to be a calm oasis after walking through the noisy hallways.

- 7. platoon (pluh-TOON)** *noun*; The U.S. military is organized into units, with smaller units combining to make larger units. (Think of how a school system might be divided into three different schools, with each school divided into grades, and each grade divided into classes.) One of the smallest units in the military is called a squad. A squad is usually made up of 6 to 10 people.

A platoon is one level up from a squad and is composed of 2 to 4 squads.

Name: _____

Vocabulary Practice

"Code Talkers"

Directions: Circle the word in each bolded pair that best completes the sentence.

1. After spending eight hours on a cramped, hot train, our motel felt like an **oasis/front**.
2. The lawmakers **enacted/decclassified** a bill to provide relief money to the victims of the wildfire.
3. The newspaper article described the **platoon's/front's** bravery and included a photograph of the soldiers receiving medals from the president.
4. After 47 years, the Air Force **decclassified/enacted** documents about strange objects seen flying over Nevada. The public was shocked and thrilled by what was revealed!
5. One of the United States' strongest **allies/platoons** is Great Britain; it supports us in times of need.
6. You were **indispensable/decclassified** in tonight's game. We couldn't have won it without you!

Name: _____

Directions: Read each imaginary book summary. Then choose the best title for each. There is one title you will not use.

Book Titles*Design Your Oasis**Declassified!**To the Front**My Platoon**Enacted With Urgency*

7. Can't get enough of Joanna Gile's style? Good news: Her new book is chock-full of gorgeous bathrooms and bedrooms you'll want to cozy up in ASAP, plus essential tips for creating your own at-home refuge.

Book title: _____

8. When war breaks out in the Ziffle-3789 galaxy, Stellix and Parth enlist in the army to serve their homeland. They are sent to a distant region of the galaxy to battle the Harkanonk solar system.

Book title: _____

9. These 10 once top secret documents changed history. From telegrams that lead America into war to letters between British spies and double agents, this collection will keep you on the edge of your seat!

Book title: _____

10. A soldier's memoir recounts his experiences during two decades of war, specifically his relationships with fellow soldiers who became closer than family.

Book title: _____

Video Discussion Questions

Behind the Scenes: “Code Talkers”

- 1.** According to the video, how important was the work of the code talkers during World War II?
- 2.** Consider the information about the Long Walk presented in the video. Why might author Joseph Bruchac have included this information in the video?
- 3.** Bruchac says that he made sure to have his work read by experts, including code talkers and other members of the Navajo community. Why do you think he did this?

Close-Reading Questions

“Code Talkers”

- 1.** In your own words, what was the purpose of so-called Indian boarding schools? What was the effect of these schools on Native peoples and their communities? (key ideas and details)
- 2.** Why was being a United States Marine complicated for Chester Nez? Why was he eager to join the war effort? (key ideas and details)
- 3.** Why was the Navajo code more effective than the codes American forces had previously used? (key ideas and details)

4. Bruchac writes, "And it would be Diné, the language he was told to forget, that would one day help turn the tide in World War II." What does Bruchac mean by "turn the tide"? How did Diné turn the tide in World War II? (figurative language, key ideas and details)

5. Besides using their language for secret communication, how did Navajo culture help Nez and the other code talkers survive the war? (key ideas and details)

Name: _____

Critical-Thinking Question

"Code Talkers"

1. Respond to the statement in the As You Read box: Think about why the work of the Navajo code talkers was so important.

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read "Code Talkers." 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:

Imagine that the U.S. Postal Service wants ideas for who to feature on a new series of stamps. Write an essay explaining why it should choose the code talkers. Support your ideas with information from the article.

The following questions will help you think through your response.

1. How were the code talkers pioneers (the first to develop or use a new method, area of knowledge, or activity)?
2. In what way were the code talkers key to the victory of the U.S. and its allies in World War II?
3. How did the code talkers' work impact Native communities?

Here’s a guide for one way you might organize your essay.

<p>Paragraph 1: Introduction <i>Answer the question in the prompt: Who should be on United States Postal Service’s new series of stamps? List your reasons why in your response, separating them with commas. This is your thesis statement.</i></p>	<div> A thesis statement is a summary of the argument you’ll make in the rest of your essay. </div>
<p>Paragraph 2: Reason 1 <i>Your topic sentence should restate one of your reasons from your thesis. The rest of the paragraph should explain why this is true.</i></p>	
<p>Paragraph 3: Reason 2 <i>Your topic sentence should restate the next reason from your thesis. The rest of the paragraph should explain why this is true.</i></p>	
<p>Paragraph 4: Reason 3 <i>Your topic sentence should restate the last reason from your thesis. The rest of the paragraph should explain why this is true.</i></p>	
<p>Paragraph 5: Conclusion <i>Use a transition word or phrase (for example, “in summary,” “in conclusion,” or “clearly”) to restate your position <u>without</u> stating your reasons again. Leave your readers with a strong final thought, such as why it’s important to do what you are proposing.</i></p>	<div> Be sure to indent every paragraph! </div>

CHOICE BOARD

"CODE TALKERS"

Imagine that the U.S. Postal Service wants ideas for who to feature on a new series of stamps. Write an essay explaining why it should choose the code talkers. Support your ideas with information from the article.

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

You belong to a group that would like to create a monument in Washington, D.C., honoring the Navajo code talkers. Write a proposal for the monument. Include a description of what the monument would look like and why it should be made.

Create a museum exhibit about the Navajo code talkers. List the objects you would include in the display. Then write the information that will appear next to the display.

Read "The Pigeon Hero of World War I" at Scope Online. Then write an essay explaining the communication challenges explored in that article and in "Code Talkers" and how those challenges were solved.

Name: _____

Summarizing

An **objective summary** is a short statement or paragraph that tells what a text is about. It does not include unnecessary details or the opinions of the person writing it.

Directions: Answer the questions below to help you write a summary of "Code Talkers." (You do not need to respond in complete sentences.)

<p>1. Who is the article about?</p> 	<p>2. What did this person/group of people do?</p>
<p>3. When did they do it?</p> 	<p>4. Where did they do it?</p>
<p>5. Why did they do it?</p> 	<p>6. Why is what they did important?</p>

Summary of “Code Talkers”

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

Name: _____

Summarizing

Directions: Fill in the blanks below to complete an objective summary of "Code Talkers."

<p>Author Joseph Bruchac's narrative nonfiction article "Code Talkers" tells the story of _____.</p>	<p>← <i>Who is the article about?</i></p>
<p>During World War II, these men were recruited by the U.S. Marines to _____.</p>	<p>← <i>What did they create?</i></p>
<p>The code allowed U.S. forces fighting on _____ to quickly send messages enemy forces could not understand. The U.S. took control of island after island and the code was never broken. Eventually, _____.</p>	<p>← <i>Where were they fighting?</i></p>
<p>The code talkers' work also inspired _____.</p>	<p>← <i>What was the outcome of their work?</i></p>
<p>The code talkers' work also inspired _____.</p>	<p>← <i>How did their work inspire members of Native nations?</i></p>

Name: _____

Exploring Text Features

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

1. Compare the side-by-side photographs of a Navajo student upon entering a boarding school and that same student three years later. Why might the editors have included these photographs?

3. Look at the map. In your own words, describe what the map shows.

2. Describe the photograph of the boarding school with the caption "The Boarding School Policy." Does the image match the way boarding schools are described in the caption? Who do you think created this image? Why do you think this image was created?

4. Look at the chart titled "The Secret Code." How do you think the code words for these military terms shown were chosen?

Name: _____

“Code Talkers” Quiz

Directions: Read “Code Talkers” from the November issue of *Scope*. Then answer the questions below.

1. In the introduction, author Joseph Bruchac writes, “In 1942, World War II was raging around the globe.” What is the best definition of *raging* as it is used in this line?
 - A. showing violent, uncontrollable anger
 - B. taking place; occurring
 - C. continuing with great force and intensity
 - D. gradually drawing to a close
2. Consider this line: “Months before, [Nez and Begay] had helped invent a secret code using Diné, their native language—a language they had once been punished for speaking.” Which line expresses a similar idea?
 - A. “Nez longed to join the war effort.”
 - B. “To send a coded communication, troops first used a special machine to turn the message into numbers and letters.”
 - C. “By the spring of 1942, things weren’t looking good in the Pacific.”
 - D. “When Nez was caught speaking Diné, a matron brushed his teeth with bitter soap called Fels-Naptha. (Years later, that same soap would be given to Nez and all Marines to wash their clothes.)”
3. Which best describes how Bruchac structures the section “Top-Secret Project”?
 - A. He compares and contrasts various secret codes used during wartime.
 - B. He lists the steps involved in sending coded communications.
 - C. He provides a sequence of events leading up to World War II.
 - D. He presents the problem of Japan’s expert code-breaking abilities and the solution: a code based on Diné.
4. Bruchac characterizes so-called Indian boarding schools as _____ places.
 - A. nurturing
 - B. traumatic
 - C. healthy
 - D. scholarly
5. Bruchac explains that on Nez’s first morning on Guadalcanal, he “took a pinch of corn pollen from the medicine bag he carried with him everywhere” and “touching the pollen to his tongue and the top of his head, he prayed to each of the four directions.” Based on these details, readers can infer that _____.
 - A. Nez wanted to become a medical doctor one day
 - B. corn is a sacred plant in Navajo culture
 - C. Guadalcanal was home to many tropical diseases
 - D. Nez regretted joining the Marine Corps
6. Which of the following details would be MOST important to include in a summary of the article?
 - A. Nez pursued a degree in art at the University of Kansas.
 - B. The Diné word for “potatoes” was the code word for “grenade.”
 - C. Basic training was like a game to Navajo soldiers.
 - D. Code talkers helped America and its allies win World War II.

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

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Name: _____

“Code Talkers” Quiz

Directions: Read “Code Talkers” from the November issue of *Scope*. Then answer the questions below.

1. In the introduction, author Joseph Bruchac writes, “World War II was raging around the globe.” He means the war was _____.
 - A. just beginning
 - B. about to be over
 - C. very intense
 - D. unpopular
2. Consider this line: “Months before, [Nez and Begay] had helped invent a secret code using Diné, their native language—a language they had once been punished for speaking.” Where can readers find information about why they had been punished for speaking Diné?
 - A. in the section “Inventing the Code”
 - B. in the sidebar “On the Battlefield”
 - C. on the map of the World War II Pacific front
 - D. in the section “Painful History”
3. What problem is presented in the section “Top-Secret Project”?
 - A. The Navajo language is difficult to learn.
 - B. Nez did not know he had been recruited for a top-secret project.
 - C. There was only one book written about the Diné language.
 - D. The Japanese were expert code breakers and had broken every American code.
4. Navajo soldiers helped the U.S. forces by improving their _____.
 - A. weapons
 - B. communication
 - C. marksmanship
 - D. attack plans
5. Bruchac writes, “Yet Nez couldn’t tell his loved ones about his role in the war. The code talkers were still under strict orders to keep it a secret.” Based on these lines, which is an inference readers can make?
 - A. The war left Nez spiritually wounded.
 - B. The U.S. thought it might use the code again in future wars.
 - C. Being away from his family during the war was difficult for Nez.
 - D. Nez didn’t want to tell his family about his role in the war.
6. Which of the following details would be MOST important to include in a summary of the article?
 - A. Nez pursued a degree in art at the University of Kansas.
 - B. The Diné word for “potatoes” was the code word for “grenade.”
 - C. Basic training was like a game to Navajo soldiers.
 - D. Code talkers helped America and its allies win World War II.

Constructed-Response Questions

7. What is one reason Diné was chosen as a language for secret communication? Use text evidence to support your answer.

- 8.** Someone's legacy is the long-lasting impact of their actions. What is the code talkers' legacy? Use text evidence to support your answer.

Name: _____

Word Study

Read "Code Talkers" from the November issue of *Scope*. Then complete this activity to learn more about Greek and Latin affixes and roots in a word from the article. Check your answers with a dictionary.

transmission

something that is transmitted; a message

as in "The moment had come for Nez to send his first battlefield transmission"

(*Transmit* means "to send across"; the suffix *ion* makes a verb a noun.)

trans



across

The prefix *trans* means "across." Match each "across" word below with its definition.

- A. transport
- B. translate
- C. transformation
- D. transparent
- E. transatlantic
- F. transportation
- G. transform

- _____ crossing the Atlantic Ocean
- _____ transmitting light; able to be seen through clearly
- _____ to "carry" one language across to another
- _____ the movement of goods or people from place to place by vehicle, aircraft, or ship
- _____ a dramatic change in form or appearance
- _____ to take or carry people or goods from one place to another by means of a vehicle, aircraft, or ship
- _____ to change completely

miss/mit



send

The roots *miss* and *mit* mean "to send." Match each "send" word below with its definition.

- A. dismiss
- B. emit
- C. missile
- D. admit
- E. mission
- F. intermission
- G. admission

- _____ a special duty or function that a person or group is sent out to do
- _____ a break between acts of a performance during which audience members can get snacks and stretch
- _____ to send out or give off something (such as an odor)
- _____ to send someone out or let someone leave
- _____ an object sent toward a target
- _____ to confess that something is true or to allow to enter
- _____ the act of allowing someone to enter a place or a fee paid to enter a place

Code Talkers Contest

Imagine that the U.S. Postal Service wants ideas for who to feature on a new series of stamps. Write an essay explaining why it should choose the code talkers. Support your ideas with information from the article. Send your essay to Code Talkers Contest. Three winners will each get *Code Talker* by Joseph Bruchac.

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

ENTRIES MUST BE RECEIVED BY December 18, 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: _____

Do Now: Solve a Riddle

My entire life cycle lasts 8-10 days.

I usually travel only 100-200 feet at a time.

My max speed is 1.5 miles per hour.

I am the deadliest creature on Earth. Some experts estimate that I've killed half of all people who've ever lived.

I am important in the food chain: I provide food for bats, fish, birds, and frogs.

I am a pollinator. That is, I move pollen, which helps plants produce fruits and seeds.

Researchers think my spit could help cure human diseases.

What am I?

Name: _____

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

Vocabulary

"Which Animal Is the Deadliest?"

- 1. adapt (uh-DAPT)** *verb*; To adapt is to change to suit a particular situation, environment, or purpose. When a kid moves to a new school, it might take them a while to adapt, or get used to it. Animals adapt in all sorts of ways in order to survive. For example, many birds move to warmer locations during the winter to escape the cold and find food. Over time, polar bears have adapted to the arctic environment by developing special fur that keeps them warm even in extreme cold.
- 2. nuisance (NOO-suhns)** *noun*; A nuisance is someone or something that annoys you or causes you problems. Allergies are a nuisance for many people in the springtime.
- 3. potent (POH-tuhnt)** *adjective*; Something that is potent has great strength, power, or effect, as in "Kevin's body spray was potent. I could smell it from across the room" or "The snake's poison is potent. It can kill prey in seconds."
- 4. prone (prohn)** *adjective*; If you're prone to something, it means you're very likely to do it or experience it. People with fair skin are prone to getting sunburned. Someone who is accident-prone frequently has accidents.
- 5. rural (ROOR-uhl)** *adjective*; *Rural* means "related to the countryside." A rural area has farms and forests, and fewer buildings, roads, and people than would be found in a city. A rural road is a road that goes through the countryside; a rural school is a school out in the country.

Name: _____

Vocabulary Practice

"Which Animal Is the Deadliest?"

Directions: Choose the best answer to each question.**1. Which would you be more likely to find in a rural area?**

- a. skyscrapers
- b. cows

2. Which word is most similar in meaning to *prone*?

- a. likely
- b. unlikely

3. Which might be a nuisance while trying to write a paper?

- a. a cat repeatedly walking across your keyboard
- b. an online encyclopedia that provides a lot of helpful information

4. If a doctor describes a medicine as *potent*, the medicine

- a. is very effective and powerful.
- b. does not taste good.

Directions: Rewrite each sentence using a form of one of the words in the box. There is one word you will not use.

rural

potent

nuisance

prone

adapt

- 5. First-time campers often experience homesickness when they first arrive.
- 6. The rain has been so inconvenient this week; our game has been canceled twice!
- 7. The tea was very strong, and I felt a bit jittery from all the caffeine.
- 8. Giraffes adjusted to a change in their food supply by developing long necks.

Name: _____

Close-Reading Questions

"Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito"

"Which Animal Is the Deadliest?"

1. How does author Lauren Tarshis develop the idea that mosquitoes have been a problem for humans for thousands of years? (key ideas and details)

2. Why are mosquitoes a problem for humans? (problem and solution)

3. In your own words, how is malaria transmitted? (cause and effect)

4. What solutions to malaria have been explored? Have any worked? (problem and solution)

"The Extraordinary Powers of the Tiny Mosquito"

1. Consider the words each author uses to describe or refer to mosquitoes. Compare the words they use and how the words create each author's tone. (word choice, tone)

2. Compare the details Tarshis and Braun include related to the topic of disease. How do these details affect your understanding of mosquitoes? (author's purpose)

Name: _____

Critical-Thinking Question

"Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito"

1. How would you characterize mosquitoes: fearsome, extraordinary, or both? In what ways, if any, do you think differently about mosquitoes after reading these articles?

Name: _____

Featured Skill: Synthesis

Directions: Read "Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito." Then use this planner to help you respond to the prompt that appears at the end of the infographic.

The prompt at the end of the article and infographic says:

You just read two texts about mosquitoes. What is each author's purpose? How does reading both texts give you a more complete understanding of mosquitoes than reading just one of them would? Answer both questions in a short essay. Use text evidence.

The following activity will help you think through your response.

What is each author's purpose?

(An **author's purpose** is their reason for writing a text. Authors Lauren Tarshis and Adee Braun both wrote texts about mosquitoes, but their purposes are very different.)

1. What was Tarshis's purpose in writing her article? Sum it up in one sentence.

2. What was Braun's purpose in creating her infographic? Sum it up in one sentence.

How do they do it?

(What kinds of information does each author include? What is each author’s attitude or perspective as they write about mosquitoes? How do you know?)

3. Tarshis makes her purpose clear through . . .

4. Braun makes her purpose clear through . . .

How does reading both texts give you a more complete understanding of mosquitoes?

(In other words, what knowledge would you be missing if you had only read one text or the other?)

5. If I had read only Tarshis’s article, I wouldn’t know . . .

6. If I had read only Braun’s infographic, I wouldn’t know . . .

CHOICE BOARD

"WHICH CREATURE IS THE DEADLIEST?" & "THE EXTRAORDINARY POWERS OF THE TINY MOSQUITO"

You have just read two texts about mosquitoes. What is each author's purpose? How does reading both texts give you a more complete understanding of mosquitoes than reading just one of them would? Answer both questions in a short essay. Use text evidence.

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

Make a list of three ways humans have worked to solve the problem of mosquito-borne illnesses. Draw on information from the article "Which Animal Is the Deadliest?"

You've been hired to make a documentary about mosquitoes and their impact on humans throughout history. Write a one-page summary of your documentary. Be sure to include your film's title, why it's an important film to make, and a design for the movie poster.

Make a PSA about how humans can protect themselves from mosquito bites. Draw on information from both articles and your own research. Your PSA can be in the form of a poster, slideshow, or video.

Name: _____

Finding and Using Text Evidence

Directions: Read "Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito." Then complete this activity to practice finding and using text evidence.

Imagine that you are writing a paragraph explaining why mosquitoes pose a serious threat to human health.

1. Which is the BEST topic sentence for your paragraph?

- A.** Mosquito bites cause itchy bumps on the skin.
- B.** Malaria was once thought to be caused by moist air.
- C.** Mosquitoes pose a serious threat to human health because of the dangerous diseases they spread.

2. Which information from "Which Animal Is the Deadliest?" BEST supports the sentence you chose in Question 1?

- A.** "In this way, bite by itchy bite, about 230 million people are infected with malaria each year." (p. 13)
- B.** "Days later, when the mosquito is ready for its next meal, it lands on a new person." (p. 13)
- C.** "Mosquitoes bit the bejeweled necks of ancient Egyptian pharaohs and the muscled arms of medieval European warriors." (p. 12)

3. Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?

- A.** It shows how long mosquitoes have been around for.
- B.** It explains that mosquitoes bite humans.
- C.** It provides an example of a disease that mosquitoes spread widely among humans: malaria.

4. Choose the piece of text evidence from "Which Animal Is the Deadliest?" that **BEST** supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Malaria is a deadly disease.

- A. "Until the mid-1900s, malaria was a serious problem in the U.S." (p. 13)
- B. "In 2021 alone, malaria killed an estimated 619,000 people across Africa, Asia, and Central and South America . . ." (p. 13)
- C. "The spread of malaria begins when an infected person is bitten by a female *Anopheles* mosquito." (p. 13)

I chose ____ because _____

5. Choose **THREE** pieces of text evidence from "Which Animal Is the Deadliest?" that **BEST** support the statement below.

STATEMENT:

Mosquitoes have been around for a long time.

- A. "Scientists have detected traces of malaria in 3,500-year-old mummies, including that of King Tut." (p. 12)
- B. "The nets are hung over beds to protect people from mosquitoes at night." (p. 13)
- C. "For as long as humans have walked the Earth, mosquitoes have been buzzing in our ears." (p. 12)
- D. "And so the search for new weapons in the war on malaria continues." (p. 14)
- E. "[Mosquitoes] tormented Chinese empresses and Mayan farmers and George Washington's troops as they camped at Yorktown." (p. 12)

6. Select one piece of evidence from above and explain why it does **NOT** support the statement "mosquitoes have been around for a long time."

Evidence ____ does not support the statement because _____

7. Choose the paragraph that shows the BEST use of text evidence from “The Extraordinary Powers of the Tiny Mosquito” in the form of a direct quotation.

- A.** Mosquitoes are impressive creatures. Author Adee Braun explains that mosquitoes’ saliva contains chemicals that stop blood from clotting and that researchers are now studying that saliva to make new treatments for a range of human diseases (15). Clearly, mosquitoes are impressive. They may have the ability to help heal people.
- B.** Mosquitoes are impressive creatures. Author Adee Braun explains that mosquitoes’ saliva contains chemicals that stop blood from clotting. She writes, “Researchers are now studying that saliva to make new treatments for a range of human diseases caused by blood clots” (15).
- C.** Mosquitoes are impressive creatures. Author Adee Braun explains that mosquitoes’ saliva contains chemicals that stop blood from clotting. She writes, “Researchers are now studying that saliva to make new treatments for a range of human diseases caused by blood clots” (15). Clearly, mosquitoes are impressive. They may have the ability to help heal people.

Explain why the two answers you did NOT choose are NOT the examples of using text evidence as a direct quotation.

8. Now it’s your turn. Write a paragraph explaining how scientists are working to solve the problem of malaria and whether or not their solutions are working. Your paragraph should include:

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

Name: _____

Finding Text Evidence

Directions: Read "Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito." Then complete this activity to practice finding text evidence.

1. Choose **TWO** pieces of text evidence from "Which Animal Is the Deadliest?" that **BEST** support the statement below.

STATEMENT:

Mosquitoes have been around for a long time.

- A. "Scientists have detected traces of malaria in 3,500-year-old mummies, including that of King Tut." (p. 12)
- B. "And so the search for new weapons in the war on malaria continues." (p. 14)
- C. "[Mosquitoes] tormented Chinese empresses and Mayan farmers and George Washington's troops as they camped at Yorktown." (p. 12)
- D. "The nets are hung over beds to protect people from mosquitoes at night." (p. 13)

2. Choose **ONE** piece of text evidence from "Which Animal Is the Deadliest?" that **BEST** supports the statement below. Then complete the sentence to explain your choice.

STATEMENT:

Malaria is a deadly disease.

- A. "In 2021 alone, malaria killed an estimated 619,000 people across Africa, Asia, and Central and South America . . ." (p. 13)
- B. "Until the mid-1900s, malaria was a serious problem in the U.S." (p. 13)
- C. "The spread of malaria begins when an infected person is bitten by a female *Anopheles* mosquito." (p. 13)

I chose _____ because _____

3. Below are a statement and two pieces of supporting evidence from "The Extraordinary Powers of the Tiny Mosquito." Find one more piece of evidence from the infographic and write it on the lines below.

STATEMENT:

Mosquitoes are impressive creatures.

A. "Mosquitoes can smell your breath from a hundred feet away." (p. 15)

B. "Mosquitoes can sense temperature with great precision." (p. 15)

C. _____

4. Read the lines from "Which Animal Is the Deadliest?" below. Then write a statement that they all support.

STATEMENT:

A. "In 2021, the World Health Organization approved the first vaccine to protect against malaria." (p. 14)

B. "Recently, researchers figured out how to genetically alter male mosquitoes so that their female offspring don't survive into adulthood." (p. 14)

C. "Student inventor Aseel Rawashdeh, 18, of Austin, Texas, developed an ingenious way to kill malaria-spreading mosquito larvae using essential oils and yeast." (p. 14)

Name: _____

Exploring Text Structure

Directions: Read "Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito." Then use the graphic organizers in this activity to organize information from the article and infographic.

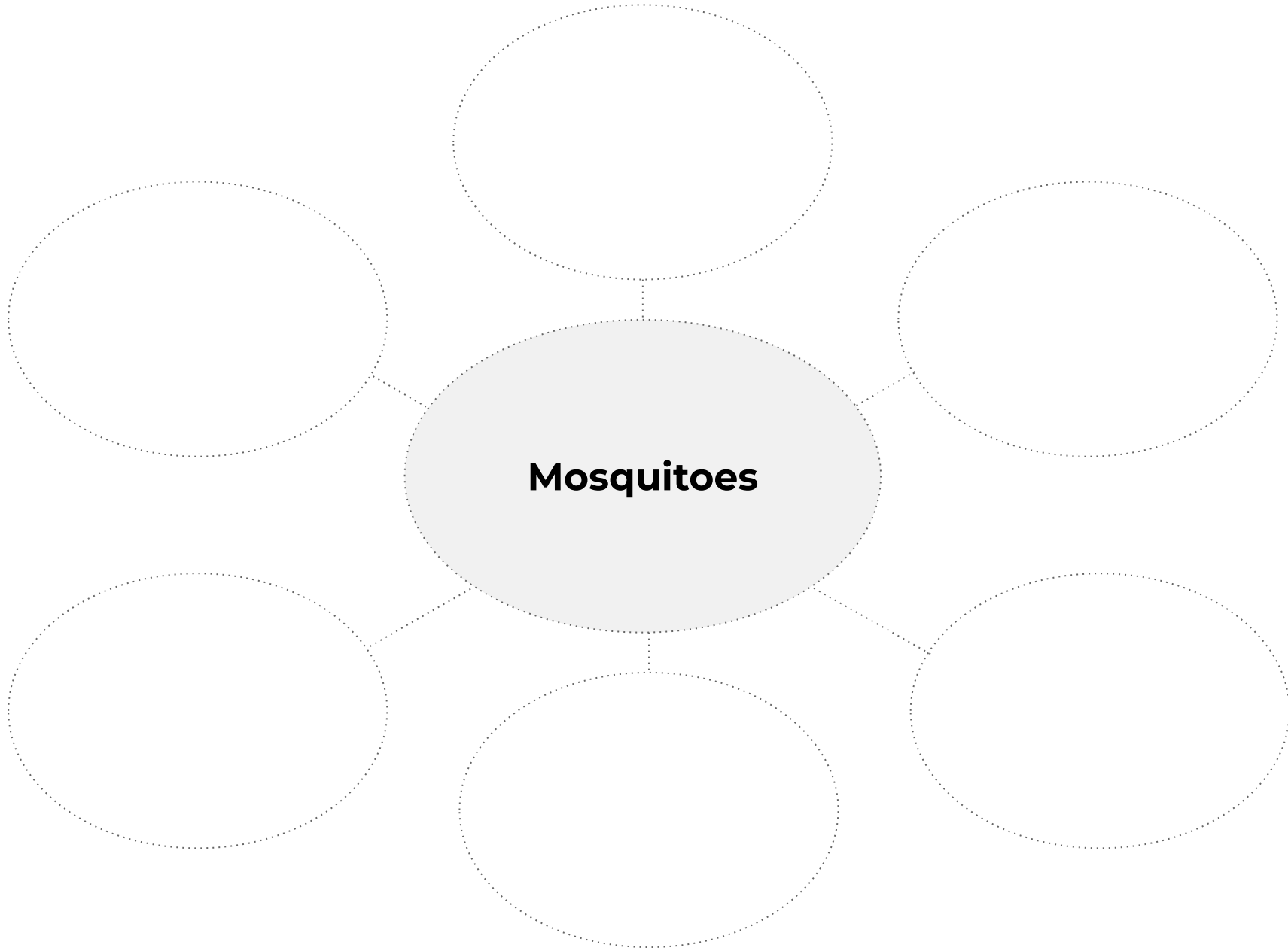
PROBLEM AND SOLUTION

Fill in the problem/solution chart below.

<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 200px;"> <div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Problem</div> <p style="text-align: center; margin-top: 20px;">About 230 million people are infected with malaria each year.</p> </div>	↗	<div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Solution</div> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
	→	<div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Solution</div> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>
	↘	<div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Solution</div> <div style="border: 1px solid black; height: 100px; margin-top: 5px;"></div>

DESCRIPTION

Fill in the graphic organizer below with facts about mosquitoes from “Which Animal Is the Deadliest?” and “The Extraordinary Powers of the Tiny Mosquito.”



Name: _____

Exploring Text Structure

Directions: Read "Which Animal Is the Deadliest?" and "The Extraordinary Powers of the Tiny Mosquito." Then use the graphic organizers in this activity to organize information from the article and infographic.

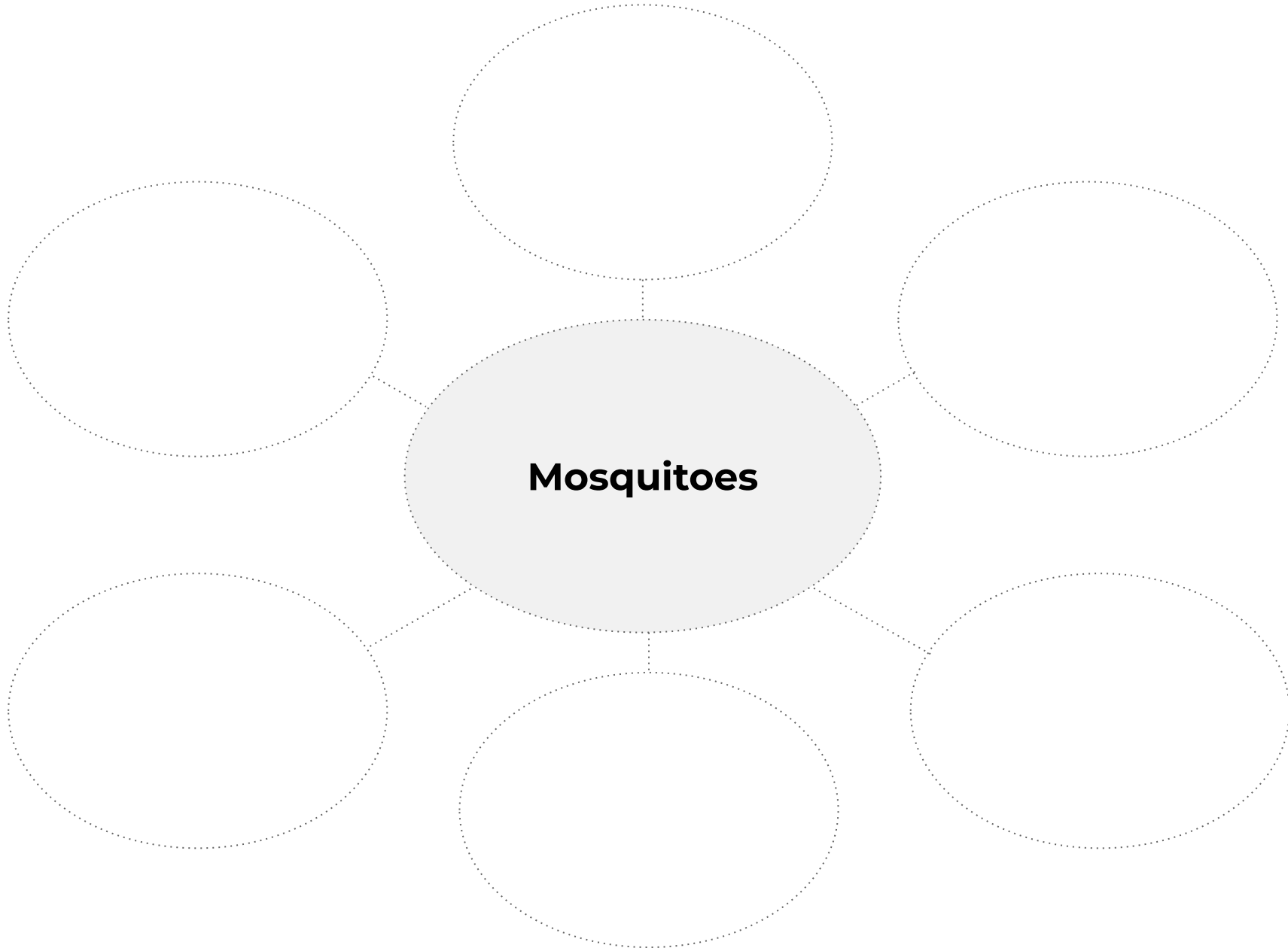
PROBLEM AND SOLUTION

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	→	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 600px;"> <div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Solution</div> <p style="text-align: center; margin-top: 10px;"><i>Hint: How can malaria be treated and prevented medically?</i></p> </div>
	↘	<div style="border: 1px solid black; border-radius: 15px; padding: 10px; width: 600px;"> <div style="border: 1px dashed black; border-radius: 5px; padding: 2px; text-align: center; font-weight: bold;">Solution</div> <p style="text-align: center; margin-top: 10px;"><i>Hint: How are scientists changing mosquitoes to prevent malaria?</i></p> </div>

DESCRIPTION

Fill in the graphic organizer below with facts about mosquitoes from “Which Animal Is the Deadliest?” and “The Extraordinary Powers of the Tiny Mosquito.”



Name: _____

Paired Texts Quiz

Directions: Read “Which Animal Is the Deadliest?” and “The Extraordinary Powers of the Tiny Mosquito” from the November issue of *Scope*. Then answer the questions below.

1. **Which is a central idea of the article “Which Animal Is the Deadliest?”**
 - A. There are 3,500 species of mosquitoes.
 - B. Scientists have developed a groundbreaking malaria vaccine.
 - C. Because they spread malaria and other diseases, mosquitoes are a serious threat to humans—and they have been for a long time.
 - D. The world is full of fearsome creatures.
2. **The author supports the central idea you identified in question 1 in all of the following ways EXCEPT _____.**
 - A. by including the detail that King Tut from ancient Egypt may have had malaria
 - B. by mentioning that mosquito bites cause itchy bumps
 - C. by including the number of people malaria killed in 2021
 - D. by explaining that there is not yet a fullproof way to prevent malaria
3. **The main purpose of the section “Blood Meal” is to _____, while the main purpose of the section “Searching for Solutions” is to _____.**
 - A. explain how malaria is spread and why it is a problem; explain how scientists are trying to solve the problem
 - B. show how many people are killed by malaria; describe the malaria vaccine
 - C. explain that malaria is caused by a parasite; list the ways people can protect themselves from malaria
 - D. explain how malaria is spread and why it is a problem; explain how we can get rid of malaria completely
4. **Which is a central idea of the infographic “The Extraordinary Powers of the Tiny Mosquito”?**
 - A. Mosquitoes have a strong sense of smell.
 - B. Mosquitoes are small.
 - C. Mosquitoes are pollinators.
 - D. Mosquitoes are important and remarkable creatures.
5. **Consider this line from the infographic: “Try counting to 800 and see how long it takes. Now consider this: Mosquitoes can beat their wings 800 times *per second!*” What word best describes the author’s tone in this line?**
 - A. impressed
 - B. sympathetic
 - C. skeptical
 - D. indifferent
6. **Both the article and the infographic support the idea that _____.**
 - A. mosquitoes spread disease
 - B. malaria is a problem for countries around the world
 - C. mosquitoes could play a role in treating diseases in humans
 - D. mosquitoes have been around for a long time

Constructed-Response Questions

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

7. Lauren Tarshis writes, “Malaria too is an age-old menace.” How does she support this statement?
8. Which would be a better place for information about a new malaria treatment: the article “Which Animal Is the Deadliest?” or the infographic “The Extraordinary Powers of the Tiny Mosquito”? Explain your answer using details from the texts.

Name: _____

Paired Texts Quiz

Directions: Read “Which Animal Is the Deadliest?” and “The Extraordinary Powers of the Tiny Mosquito” from the November issue of *Scope*. Then answer the questions below.

1. **Which is a central idea of “Which Animal Is the Deadliest?”**
 - A. There are 3,500 species of mosquitoes.
 - B. Scientists have developed a groundbreaking malaria vaccine.
 - C. Because they spread malaria and other diseases, mosquitoes are a serious threat to humans—and they have been for a long time.
 - D. The world is full of dangerous creatures.
2. **Which of the following details best supports the central idea you identified in question 1?**
 - A. “In fact, you could kill this creature with a flick of your finger.”
 - B. “Some experts estimate that mosquito-borne illnesses—including dengue fever, West Nile virus, and especially malaria—have killed nearly half of all people who have ever lived.”
 - C. “*Malaria* comes from two Italian words: *mala*, meaning ‘bad,’ and *aria*, meaning ‘air.’”
 - D. “In 2021, the first vaccine shown to prevent malaria, Mosquirix, was approved by the World Health Organization.”
3. **The main purpose of the section “Blood Meal” is to _____.**
 - A. explain how malaria is spread and why it is a problem
 - B. explain how many people are killed by malaria
 - C. name the parasite that causes malaria
 - D. describe the symptoms of malaria
4. **Which is a central idea of the infographic “The Extraordinary Powers of the Tiny Mosquito”?**
 - A. Mosquitoes can smell things from far away.
 - B. Mosquitoes are small.
 - C. Mosquitoes help flowers grow.
 - D. Mosquitoes are incredible creatures.
5. **Consider this line from the infographic: “Try counting to 800 and see how long it takes. Now consider this: Mosquitoes can beat their wings 800 times *per second!*” What word best describes the author’s tone—that is, the author’s attitude toward mosquitoes—in this line?**
 - A. impressed
 - B. angry
 - C. uncertain
 - D. harsh
6. **Both the article and the infographic support the idea that _____.**
 - A. mosquitoes spread disease
 - B. malaria is a problem for countries around the world
 - C. mosquitoes could play a role in treating diseases in humans
 - D. mosquitoes have been around for a long time

Constructed-Response Questions

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

7. Lauren Tarshis writes, “Malaria too is an age-old menace.” (A menace is someone or something that threatens to cause harm.) How does she support this statement?
8. Which would be a better place for information about a new malaria treatment: the article “Which Animal Is the Deadliest?” or the infographic “The Extraordinary Powers of the Tiny Mosquito”? Explain your answer using details from the texts.

Name: _____ Date: _____

Tone Words

Tone is the author's attitude toward the subject matter or toward the reader or audience.
There are *many* different words that you can use to describe an author's tone. Here are some to inspire you.



POSITIVE TONE WORDS

admiring	happy
adoring	hopeful
affectionate	humorous
amused	interested
appreciative	jovial
approving	light
celebratory	lively
cheerful	modest
comforting	nostalgic
comic	optimistic
compassionate	passionate
complimentary	playful
confident	pleasant
contented	proud
earnest	reassuring
elated	respectful
empathetic	romantic
encouraging	sentimental
excited	silly
facetious	sympathetic
forthright	tender
friendly	whimsical
funny	wistful
gleeful	worshipful
gushing	zealous



NEUTRAL TONE WORDS

ambiguous
ambivalent
casual
commanding
conversational
detached
direct
indifferent
introspective
neutral
pensive
questioning
reflective
scholarly
serious
solemn
straightforward
speculative
uncertain
unconcerned



NEGATIVE TONE WORDS

angry	furious
annoyed	gloomy
biting	grave
bitter	grim
blunt	harsh
cold	haughty
conceited	hostile
condescending	impatient
confused	melancholy
curt	mocking
cynical	mournful
depressed	offended
derogatory	ominous
despairing	outraged
desperate	pessimistic
disappointed	sarcastic
disliking	scornful
disrespectful	selfish
doubtful	skeptical
enraged	sly
fearful	somber
flippant	stern
forceful	suspicious
foreboding	uneasy
frustrated	worried

Mosquito Contest

You just read two texts about mosquitoes. What is each author's purpose? How does reading both texts give you a more complete understanding of mosquitoes than reading just one of them would? Answer both questions in a short essay. Use text evidence. Send your essay to Mosquito Contest. Three winners will get *Fever 1793* by Laurie Halse Anderson.

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

ENTRIES MUST BE RECEIVED BY December 18, 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

"The Rise of the Meme"

- 1. iconic (ahy-KAH-nik)** *adjective*; *Icon* [AHY-kahn] can refer to any kind of symbol. The little pictures on a computer screen that represent programs and files are icons. *Icon* can also refer to a person or thing that people admire and see as a symbol—for a particular idea, a way of life, or a type of person, for example. A singer known for her amazing wardrobe might be considered a fashion icon. Martin Luther King Jr. is an icon of the civil rights movement.

Iconic means "characteristic of an icon" or simply "widely known, especially for greatness." The Statue of Liberty is iconic; it is widely recognized as a symbol of freedom. The *Mona Lisa* is iconic; it is one of the most famous and admired paintings of all time.
- 2. insight (IN-sahyt)** *noun*; *Insight* is a clear or deep understanding of someone or something, as in "Talking to the dog trainer gave us greater insight into our puppy's behavior" or "Oliver's dad offered some helpful insights into dealing with disappointment."
- 3. linguist (LING-gwist)** *noun*; Linguistics (LING-gwih-stiks) is the scientific study of language; a linguist is someone who studies linguistics. Linguists study everything about language, from vocabulary, grammar, and structure to how language changes over time. A linguist may specialize in one or more particular languages or may study language in general.

4. **phenomenon (fi-NAH-muh-nahn)** *noun*; A phenomenon is a fact or situation that can be observed and studied and that typically is unusual or difficult to explain fully. The northern lights, which are brightly colored lights that appear in the sky over the North Pole, are a natural phenomenon."

Phenomenon can also refer to an extraordinary or exceptional person or thing. An athlete who sets records might be referred to as a phenomenon. Last summer, the movie *Barbie* became a phenomenon: It broke box office records and got a huge amount of attention.

5. **trendy (TREN-dee)** *adjective*; Something that is trendy is currently very popular; it's in style, up-to-date, or fashionable—whether it's an item of clothing everyone seems to be wearing, a song everyone seems to be listening to, or an activity everyone seems to be doing. When Crocs first came out in the early 2000s, they weren't very popular. Then, in the early 2020s, they became trendy.

6. **tweak (tweek)** *verb or noun*; To tweak something is to make a small change or adjustment to it, as in "Curtis tweaked the cookie recipe, reducing the sugar and adding dried cranberries."

As a noun, *tweak* means "a small change or adjustment," as in "Mel wants to make a few more tweaks to her essay before turning it in."

Name: _____

The Short Write Kit

Directions: Read "The Rise of the Meme." 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:

Why are memes such a powerful form of communication?



Your claim:

Memes are a powerful form of communication because

_____.

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 Mary Kate Frank explains
in her article "The Rise of the Meme,"*

_____.

(Finish the sentence with your text evidence.)



**Give your commentary for your
first piece of text evidence.**



Present your other piece(s) of text evidence.

Here's one way to do it: *Frank goes on to say that*

_____.

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



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



Name: _____

Central Ideas and Details

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

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>
"New Meanings"		
"Millions of Memes"		

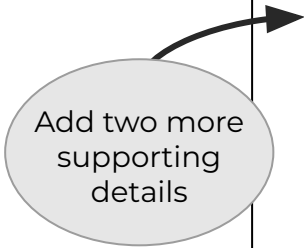
Section Title	Central Idea <i>Write one sentence telling what the section is mainly about.</i>	Supporting Details <i>Give two or three details that support the central idea.</i>
<p>"Memes in Museums"</p>		

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: _____

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 Rise of the Meme." 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>
"New Meanings"	Memes have existed in some form for thousands of years, but they are always changing. 	- "Meme" can refer to any behavior or idea that spreads from person to person.
"Millions of Memes"		

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>
"Memes in Museums"		

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 Rise of the Meme” Quiz

Directions: Read “The Rise of the Meme” from the November issue of *Scope*. Then answer the questions below.

1. The section “New Meanings” _____. Choose TWO.
 - A. states that memes as we know them today have existed since 1976
 - B. explains the origin of the word *meme*
 - C. shows that people in the 1930s and the 2000s weren’t that different
 - D. describes how memes take on new meanings as they spread
2. Author Mary Kate Frank writes, “Digital tools allow you to riff on existing memes or to create entirely new ones with just a few clicks or taps.” Which of the following would be an example of riffing on the “Keep Calm and Eat Tacos” meme pictured in the article?
 - A. writing a negative comment about the “Keep Calm and Eat Tacos” meme
 - B. liking the “Keep Calm and Eat Tacos” meme
 - C. changing the picture from a taco to a cube of tofu and changing the caption to “Keep Calm and Eat Tofu”
 - D. creating a meme that features a photo of a dog stealing a slice of pizza and the caption “Sometimes you just have to seize the moment”
3. Based on information in the article, which of the following can memes do? Choose THREE.
 - A. entertain and amuse
 - B. provide insight into society
 - C. help people improve their spelling
 - D. allow people to express themselves
4. Which detail would be least important to include in a summary of the article?
 - A. The Pedro Pascal meme was created after his appearance on a food show.
 - B. Memes have become an important form of communication.
 - C. The word *meme* was coined in 1976 by a scientist named Richard Dawkins.
 - D. Memes as we now know them emerged in the early 2000s.

Name: _____

Constructed-Response Question

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

5. How have memes changed over time? Use details from the article to support your answer.

Name: _____

“The Rise of the Meme” Quiz

Directions: Read “The Rise of the Meme” from the November issue of *Scope*. Then answer the questions below.

1. The section “New Meanings” explains _____. Choose TWO.
 - A. that memes as we know them today first appeared in 1976
 - B. where the word *meme* comes from
 - C. that people in the 1930s and the 2000s weren’t that different
 - D. how memes take on new meanings as they spread
2. Author Mary Kate Frank writes, “Digital tools allow you to riff on existing memes or to create entirely new ones with just a few clicks or taps.” Which word or phrase is most similar in meaning to *riff on*?
 - A. comment on
 - B. copy
 - C. tweak
 - D. delete
3. Based on information in the article, what can memes do? Choose THREE.
 - A. entertain people
 - B. give insight into society
 - C. help people improve their spelling
 - D. allow people to express themselves
4. Which detail would be least important to include in a summary of the article?
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 - D. Memes as we now know them emerged in the early 2000s.

Name: _____

Constructed-Response Question

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

5. How have memes changed over time? Use details from the article to support your answer.

Name: _____

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

Vocabulary

"Do You Need Recess?"

1. **extracurricular** (ek-struh-kuh-RIH-kyuh-luhr) *adjective*; The noun *curriculum* (kuh-RIH-kyuh-luhm) refers to all the classes a school offers—math, science, language arts, etc. It can also refer to the knowledge and skills you learn in one particular class.

The prefix *extra-* means "outside" or "beyond." Something that is *extracurricular* exists outside the curriculum; that is, you do it in addition to your regular classwork. An after-school chess club is an example of an extracurricular activity.

2. **facilitate** (fuh-SIH-luh-tayt) *verb*; To facilitate something is to make it easier or more likely to happen. A teacher might place desks in a circle to facilitate student discussion. After a heavy winter storm, roads might be closed to facilitate snow removal.

3. **mandate** (MAN-dayt) *noun or verb*; A mandate is an official order to do something. During the pandemic, many places issued mask mandates, which required people wear masks in public places.

As a verb, *mandate* means "to officially demand or require something," as in "The state of California has mandated that middle schools cannot start before 8 a.m."

4. **monitor** (MA-nuh-tuhr) *noun or verb*; A monitor is a person or device that watches, checks, or observes something for a special purpose. Smartwatches now come with built-in heart monitors that measure your heart rate.

The verb *monitor* means "to watch or check on something over a period of time." Apps like Screen Time monitor how much time you spend on a phone or computer.

5. **retain** (rih-TAYN) *verb*; To retain something is to continue to have it. If you retain information well, you're able to remember what you learn for a long time. The TV show *SpongeBob SquarePants* has retained its popularity for many years.

Name: _____

Vocabulary Practice

"Do You Need Recess?"

Directions: Choose the best answer to each question.

- | | |
|---|--|
| <p>1. Which is an antonym for <i>facilitate</i>?</p> <ul style="list-style-type: none">a. assistb. supportc. block <p>2. A class that every student must take to graduate eighth grade is an <i>extracurricular</i> class.</p> <ul style="list-style-type: none">a. trueb. false | <p>3. Which word is MOST similar in meaning to <i>mandate</i>?</p> <ul style="list-style-type: none">a. implementb. suggestc. decree <p>4. If the top players quit the basketball team, then the team has <i>retained</i> its best players.</p> <ul style="list-style-type: none">a. trueb. false |
|---|--|

Directions: Rewrite each sentence using a form of one of the words in the Word Bank.

Word Bank

retain monitor facilitate extracurricular mandate

5. Turning off all devices an hour before bed makes it easier to get a good night's sleep.
6. The veterinarian told us to watch our dog closely for two weeks after her surgery.
7. I don't know when Aesha sleeps! On top of school, she sings in the choir, plays on the softball team, tutors, and has her own cupcake business.
8. To help sweaters keep their shape, don't hang them to dry after washing because they can stretch out. Lay them flat instead.
9. Because there hasn't been any rain this summer, the governor is requiring that people only use water for drinking and bathing; filling up swimming pools or washing cars is not allowed.

Name: _____

Write an Argument Essay

Directions: Read "Do You Need Recess?" Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Does recess belong on the school schedule?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think recess DOES belong on the school schedule, one of your supporting details might be that research shows that taking breaks throughout the day helps you learn.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think recess DOES belong on the school schedule, summarize the strongest arguments against recess that the author presents in the article. If you think recess DOES NOT belong on the school schedule, summarize the strongest arguments in favor of recess that the author presents.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Does your school have recess? If so, how do you spend that time? If not, what would you do during recess if you had it?
- 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: "You've just finished a difficult math class. Now it's straight to science. Wouldn't it be nice if _____?"
- 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 recess. Finish it in the space provided.

Most middle schools in the U.S. no longer have recess. Some people think recess should be part of the school schedule because it is good for the brain and body. 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 recess belongs on the school schedule. (See *Scope's* handout "Great Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2

BODY PARAGRAPH(S)

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

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

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

3

ACKNOWLEDGE THE OTHER SIDE

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

Use what you wrote in Step 3.

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

4

CONCLUSION

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

Finish with a strong final sentence.

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

5

READ AND REVISE

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



Olympians Rising

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

	Agree	Disagree
1. True strength has nothing to do with muscles.		
2. Power corrupts those who have it.		
3. History always repeats itself.		
4. Fate controls our lives.		
5. Revenge comes back to bite us.		

Name: _____

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

Vocabulary

Olympians Rising

1. **cower (KAU-uh)** *verb*; To cower is to shrink away or crouch down in fear. A dog that is scared of loud noises might cower under the couch during a thunderstorm.
2. **destiny (DEH-stuh-nee)** *noun*; A person's destiny is what is going to happen in their future. A young girl who is very good at gymnastics might believe it is her destiny to become an Olympic gymnast. *Destiny* is usually used to describe a positive future.
3. **fate (fayt)** *noun*; Like *destiny*, *fate* refers to what will happen in the future—but *fate* is often used to talk about negative future events.

People often talk about both destiny and fate as things that cannot be changed—the idea is that our paths in life are set from birth and beyond our control. And that's why many people say they don't believe in destiny or fate!

4. **impulsive (im-PUHL-siv)** *adjective*; The noun *impulse* (IM-puhls) means "a sudden desire to do something," as in "Kate couldn't resist the impulse to push Sarah into the pool."

Impulsive means "done suddenly without careful thought," as in "Kate regretted her impulsive behavior—Sarah had her phone in her pocket."

5. **labyrinth (LA-buh-rinth)** *noun*; A labyrinth is a structure consisting of winding passages bordered by walls or hedges, often designed for prayer or meditation. Unlike a maze, a labyrinth does not have dead ends.

Labyrinth can be used figuratively to describe anything that feels confusing, complicated, or mazelike. A new school might seem like a labyrinth of rooms and hallways at first. A dishonest person might tell a labyrinth of lies.

6. **prophecy (PRAH-fuh-see)** *noun*; A prophet (PRAH-fuht) is a person believed to receive messages directly from God or a god. These messages are often about the future.

A prophecy is something said by a prophet. In other words, a prophecy is a message or prediction delivered by a person who is believed to have received the message or prediction from a supernatural source.

In Greek mythology, prophecies came from prophets called oracles.

7. **trident (TRAHY-duhnt)** *noun*; A trident is a spear with three prongs. It is used for spearfishing. The trident is the weapon of the Greek god of the sea, Poseidon. It's also the weapon of Finnick Odair from the seaside District 4 of Panem in the Hunger Games series.

8. **yield (yeeld)** *verb*; As it is used in the play, *yield* means "to surrender," as in "The knight yielded and offered his sword to his opponent."

Name: _____

Vocabulary Practice

Olympians Rising

Directions: Choose the best answer to each question.

1. Which of the following should NOT be an impulsive decision?

- a. choosing between chocolate chip or strawberry ice cream
- b. deciding where to attend college
- c. deciding which hat to grab for a walk

2. Which of the following could be described as a labyrinth?

- a. winding city streets
- b. a litter of puppies
- c. an antique bookshelf

3. Which word is LEAST similar in meaning to *fate*?

- a. destiny
- b. fortune
- c. past

4. What might a trident be used for?

- a. to eat spaghetti
- b. to catch a fish
- c. to brush one's hair

Directions: Complete each unfinished sentence in a way that makes the meaning of the underlined word clear.

5. From the time Stella was a toddler, she knew it was her destiny to

6. The army refused to yield to its enemy and

7. In the woods, Sam met a witch who made a prophecy that

8. I would cower if I saw a

Close-Reading Questions

Olympians Rising

- 1.** Describe the mood of Scene 1. Which details help create this mood? (mood)
- 2.** Why did Rhea take Zeus away from Cronus? (key ideas and details)
- 3.** In Scene 4, Rhea tells Zeus, "Repeat your father's mistakes, and the cycle of suffering will never end." What does she mean by this and why does she choose this moment to give Zeus this warning? (inference)

4. In Scene 5, Cronus's subjects "cower before him" as he stuffs his face with a lavish feast. What can you infer about how his subjects view him from this line? (inference)

5. In Scene 6, sun shines through the windows and SD2 says, "Zeus looks kingly in the bright light." How does this description foreshadow what is to come? (foreshadowing)

6. In Scene 8, Zeus hears Amalthea in his mind, saying, "Showing kindness to those weaker than you takes a different kind of strength." How does this moment connect to an earlier moment in the play? Why does Zeus think about these words in Scene 8? (inference)

Name: _____

Critical-Thinking Questions

Olympians Rising

1. Do you agree with Zeus's decision at the end of the play to spare Cronus? Why or why not?

2. Does the epilogue change your opinion of Zeus? Why or why not?

3. Do you believe that fate controls our lives?

Name: _____

Featured Skill: Theme

Directions: Read *Olympians Rising*. 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:

Who do you think is the hero of the play: Zeus, Rhea, Amalthea, or the Cyclopes?
Answer this question in a short paragraph. Support your ideas with details from the play.

In the chart below, record what the characters do that could be considered heroic.

Zeus	Rhea	Amalthea	The Cyclopes

Write an awesome paragraph using this guide!

<p>Introduce the title, author, and genre of the work you are discussing. <i>Briefly</i> tell readers what the story is about.</p>	
<p>Make your claim. Who is the hero in the story?</p>	
<p>Give your reasoning. Why do you think so? Support your claim with details from the play.</p>	

CHOICE BOARD

OLYMPIANS RISING

Who do you think is the hero of the play: Zeus, Rhea, Amalthea, or the Cyclopes? Answer this question in a short paragraph. Support your ideas with details from the play.

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

Create fictional social media accounts for Zeus, Rhea, Amalthea, and the Cyclopes. Be sure to include a handle, a biography, and at least two posts for each character.

Rewrite a scene from the play—or the play in its entirety—in the form of a graphic novel. Be sure to include thought and speech balloons, captions, sound effects, and motion lines.

With at least one classmate, go to Scope Online and read *The Monster in the Cave*. Then discuss: What more do you learn about Zeus, Poseidon, and the Cyclopes from this play? Would you describe Odysseus as a hero? Why or why not?

Name: _____

Genre Exploration: *Olympians Rising*

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

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

<p>Has nonhuman or immortal characters</p> <p>includes characters, such as Rhea, Zeus, and Uranus, who are immortal gods and goddesses</p>	<p>Has imaginary creatures or beasts</p>	<p>Has heroes or heroines with superhuman abilities</p>
<p>Reflects a culture's values</p>	<p>MYTH: <i>Olympians Rising</i></p>	<p>Teaches lessons about human emotions and behaviors</p>
<p>Comes from long ago</p>	<p>Explains events in nature</p>	<p>Explains the creation of the world</p>

1. What other stories, plays, or movies have you read or seen that belong to the myth genre?
2. Greek myths often celebrate character traits that were considered important or admirable in ancient Greece.
 - a. What character traits does *Olympians Rising* celebrate? Explain.
 - b. What character traits does the myth suggest are NOT admirable? Explain.

Name: _____

Olympians Rising Quiz

Directions: Read *Olympians Rising* from the November issue of *Scope*. Then answer the questions below.

1. In Scene 1, Rhea asks Amalthea, "How can you protect Zeus from his father's wrath?" Based on context clues, *wrath* means _____.
 - A. great love
 - B. violent anger
 - C. deep disappointment
 - D. intense grief
2. How is Cronus characterized in Scene 5?
 - A. jealous, resentful, and anxious
 - B. quiet, brooding, and discouraged
 - C. excited, friendly, and charming
 - D. cruel, vain, and reckless
3. Which lines support your answer to Question 2? Choose TWO.
 - A. **SD2:** His subjects cower before him as he eats.
 - B. **Cronus:** And who is this?
 - C. **SD3:** Cronus grabs the bottle and drinks it in one gulp.
 - D. **Hestia:** Our brother has freed us!
4. In Scene 6, Rhea says, "And you are the ones who can change how it ends." Which of the following lines expresses a similar idea?
 - A. **Hades:** We could kill Cronus at last.
 - B. **Zeus:** I call upon the powers given to me by the Cyclopes!
 - C. **SD3:** Cronus is trapped under the rubble. His army of monsters flees in terror.
 - D. **Zeus:** But we can choose a different path. I will not become like him.
5. In Scene 8, SD2 says, "Zeus stares at his father, who snarls like a caged beast in the wreckage of his once-beautiful palace." This line contains _____.
 - A. a simile that shows how sad and regretful Cronus is
 - B. a metaphor that shows Zeus's deep fear of his father
 - C. a simile that shows how savage Cronus has become
 - D. a metaphor that shows Cronus's desire to eat Zeus
6. Which of the following are themes of the play? Choose THREE.
 - A. True strength is showing mercy and kindness.
 - B. Even the mightiest heroes need help from others.
 - C. Having too much power can have a negative effect on people's morals.
 - D. Don't let people tell you that you do not belong.

Name: _____

Olympians Rising Quiz

Directions: Read *Olympians Rising* from the November issue of *Scope*. Then answer the questions below.

1. In Scene 1, Rhea asks Amalthea, "How can you protect Zeus from his father's wrath?" Based on context clues, *wrath* means _____.
 - A. great love
 - B. violent anger
 - C. deep disappointment
 - D. terrible grief
2. How is Cronus characterized in Scene 5?
 - A. jealous and worried
 - B. quiet and discouraged
 - C. happy and pleasant
 - D. cruel and reckless
3. Which lines support your answer to Question 2? Choose TWO.
 - A. **SD2:** His subjects cower before him as he eats.
 - B. **Cronus:** And who is this?
 - C. **SD3:** Cronus grabs the bottle and drinks it in one gulp.
 - D. **Hestia:** Our brother has freed us!
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 - A. **Hades:** We could kill Cronus at last.
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 - C. **SD3:** Cronus is trapped under the rubble. His army of monsters flees in terror.
 - D. **Zeus:** But we can choose a different path. I will not become like him.
5. In Scene 8, SD2 says, "Zeus stares at his father, who snarls like a caged beast in the wreckage of his once-beautiful palace." This line contains a simile that _____.
 - A. shows that Cronus understands animals
 - B. shows Zeus's deep fear of his father
 - C. shows how dangerous and angry Cronus has become
 - D. shows Cronus's desire to eat Zeus
6. Which of the following statements does the play support? Choose THREE.
 - A. True strength is showing mercy and kindness.
 - B. Even the mightiest heroes need help from others.
 - C. Having too much power can cause people to do bad things.
 - D. Don't let people tell you that you do not belong.

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Olympians Contest

Who do you think is the hero of the play: Zeus, Rhea, Amalthea, or the Cyclopes? Answer this question in a short paragraph. Support your ideas with details from the play. Send your work to Olympians Contest. Three winners will each get *The Chalice of the Gods* by Rick Riordan.

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

ENTRIES MUST BE RECEIVED BY December 18, 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.*



“Follow the Water”

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

	Agree	Disagree
1. The biggest risk is not taking any risks.		
2. Humans should colonize other planets.		
3. Humans will one day live on Mars.		
4. Relationships with parents can be challenging.		
5. Nothing is ever certain.		
6. Hope can be dangerous.		

Name: _____

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

Vocabulary

"Follow the Water"

- 1. core sample (kohr SAM-puhl)** *noun*; A core sample is a cylinder of rock, soil, snow, or ice obtained by using a special drill to drive a hollow tube into the material to be sampled. The tube is then pulled out with the sample inside it. Core samples are analyzed by scientists.
- 2. inconceivable (in-kun-SEE-vuh-buhl)** *adjective*; Something inconceivable can't be believed or is beyond comprehension, as in "The flood caused inconceivable damage" or "The size of the universe is so vast it's inconceivable."
- 3. ration (RA-shun)** *noun or verb*; A ration is a limited portion of food, water, or supplies that a person is allowed to have, especially during a shortage. During World War II, Americans were limited to a weekly ration of certain foods, such as butter and sugar, so that there would be enough for the military. Emergency rations might be given out after a natural disaster.

As a verb, *ration* means "to control the amount of something that people can have," as in "The government rationed water during the drought."
- 4. rehydrate (ree-HAHY-drayt)** *verb*; Let's break it down: *Hydrate* means "absorb fluid or moisture." The prefix *re-* means "again" or "back." So to *rehydrate* is to bring moisture back.

You might know the related word *dehydrate*, which means "to take moisture out of something or someone." (*De-* means "out of.")

If you sweat a lot on a hot day, you might become dehydrated. You could rehydrate by drinking water.

5. **serene (suh-REEN)** *adjective*; *Serene* means "calm and peaceful." You might feel serene sitting by a quiet lake.
6. **sidle (SIHY-duhl)** *verb*; To sidle is to walk or move sideways, especially in a quiet, sly, or stealthy way. You might sidle through a closing door if you're running late to class. You might sidle up to someone to slip them a note or tell them a secret.
7. **sustain (suh-STAYN)** *verb*; To sustain something is to support it or keep it going, as in "After making it halfway up the hill, Darren could no longer sustain his speed." If you're hungry, eating a snack might sustain you until lunch. A broken chair might not be able to sustain much weight.
- Sustain* can also mean "to experience, suffer, or endure," as in "The park sustained heavy damage during the storm. Nearly every tree fell."
8. **undertow (UHN-der-toh)** *verb*; An undertow is a current beneath the surface of the water in a lake or an ocean that moves away from or along the shore while the water above it moves toward the shore. Imagine you are standing in the ocean facing away from shore. You see waves coming toward you, while at the same time, you feel a pull out to sea at your feet. That pull is the undertow.
9. **warren (WOR-en)** *noun*; A warren is a network of holes and tunnels where rabbits live. *Warren* can also be used to refer to any complex system of paths or tunnels, as in "The city's train system is a warren of tracks and tunnels."

Name: _____

Vocabulary Practice

"Follow the Water"

Directions: Choose the best answer to each question.

1. Which of the following is most likely to be serene?
 - a. a championship football game
 - b. a mountaintop at sunrise
 - c. a school hallway between periods
2. Which word is an antonym of *sustain*?
 - a. nourish
 - b. ignore
 - c. support
3. Which word is LEAST similar in meaning to *inconceivable*?
 - a. obvious
 - b. incredible
 - c. impossible
4. If Ezra sidles over to Emma, how is Ezra moving?
 - a. sneakily
 - b. quickly
 - c. loudly
5. Shiran just finished rehydrating after a 10-mile run. What did she do?
 - a. stretched
 - b. drank water
6. When might you feel the pull of an undertow?
 - a. while swimming in a lake
 - b. while reading under a tree
7. If a planet can sustain life,
 - a. nothing can survive on the planet.
 - b. the planet has what is needed to support living things, such as air and water.
8. Which might be described as a warren?
 - a. a neighborhood full of winding streets and alleyways
 - b. a football field

Name: _____

Directions: Rewrite each sentence using a form of one of the words from the Word Bank.

Word Bank

core sample

sustain

warren

ration

9. The scientist brought a cylinder-shaped sample of rock from the mountain back to the lab to analyze.
10. The basketball team has been running drills for almost two hours, and they can't keep up this pace!
11. During the milk shortage, we were allowed to buy only one gallon per week.
12. It's easy to get lost in the castle; it has many twisting halls, winding staircases, and secret passageways.

Close-Reading Questions

“Follow the Water”

- 1.** How does Georgie feel about being on Mars? How do you know? (inference)
- 2.** What does Georgie mean by “Which is why it’s called science fiction and not reality”? (interpreting text)
- 3.** What can you infer about how Georgie views humanity? Does she seem hopeful for humanity’s future? (inference)

4. What role does water play in Georgie's memories? In her current reality? (theme)

5. Compare Georgie's relationship with Nana to her relationship with her parents.
(character)

6. Why do you think Georgie's parents brought her to Mars? What gives you that idea?
(character)

7. How does the outing in the rover begin to change Georgie's view of her parents? (character)

8. Why does Georgie say "I know that I am my father's daughter after all"? (inference, character)

9. At the end of the story, how does Georgie feel about returning to Earth? How do you know? (character)

Critical-Thinking Questions

“Follow the Water”

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Name: _____

Featured Skill: Character

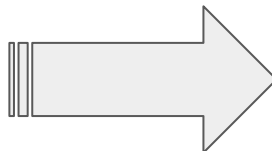
Directions: Read "Follow the Water." Then use this planner to help you respond to the prompt that appears at the end of the story.

The prompt at the end of the story says:

Explain the title of the story. Who "follows the water," and in what way? What makes them willing to follow it? Answer both questions in a short essay. Use text evidence.

The following questions will help you think through your response.

1. Find the passage in the story where the phrase "follow the water" is used. Write it here:



2. Which characters "follow the water" in the way the quote from the story is describing?

3. What is difficult about this task?

4. What makes these characters willing to do it anyway? Support your answer with a quote.

5. How does Georgie “follow the water”?

6. What is difficult about the decision Georgie makes?

7. What makes her willing to do it anyway? Support your answer with a quote.

CHOICE BOARD

"FOLLOW THE WATER"

Explain the title of the story. Who "follows the water," and in what way? What makes them willing to follow it? Answer these questions in a short essay. Use text evidence.

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

Write the note Georgie left for her parents that explains her decision to "follow the water."

Write a sequel to the story, explaining what happens next. Your story can be written from any character's point of view.

Imagine that Georgie has made it back to Earth. Create a series of audio messages between Georgie and her parents, in which Georgie tells her parents how she is doing on Earth and in which her parents tell her how things are going on Mars.

Name: _____

Genre Exploration: "Follow the Water"

"Follow the Water" belongs to the genre of science fiction (often shortened to sci-fi).
In this activity, you will explore what makes the story science fiction.

Directions: Below is a list of common sci-fi characteristics. Place a ✓ or an ✗ in each box to indicate whether or not "Follow the Water" contains that characteristic.

COMMON SCI-FI CHARACTERISTICS

- ☐ Has extraterrestrial life-forms
- ☐ Takes place in the future
- ☐ Involves space and/or time travel
- ☐ Has futuristic technology
- ☐ Portrays other worlds, universes, or dimensions
- ☐ Expresses concerns about present-day issues
- ☐ Takes place in the aftermath of a disaster or at the end of a civilization
- ☐ Is grounded in science

Let's explore the last characteristic on the list further!



Directions: To explore how author Jennifer L. Holm draws on scientific information, read the slideshow "What It Would Take to Live Here" at Scope Online. Then fill in the chart below to synthesize information from "What It Would Take to Live Here" and "Follow the Water." We filled in the first row for you.

Challenge	"What It Would Take to Live Here"	"Follow the Water"
Getting to Mars	<ul style="list-style-type: none"> When Mars is closest to Earth, it is about 34 million miles away. At its farthest, Mars is about 250 million miles away. The technology to travel that deep into space doesn't exist yet. A trip to Mars could take nine months or longer and would require a large spacecraft and a lot of supplies. 	<ul style="list-style-type: none"> Georgie says it takes six months to get to Mars. (p. 26) Georgie's parents decide not to go back to Earth to see Georgie's grandmother because they would most likely not get there before her grandmother dies. (p. 28)
Deadly radiation on Mars		
Water on Mars		

Challenge	“What It Would Take To Live Here”	“Follow the Water”
Food and air on Mars		
Gravity on Mars		
Weather on Mars		

Name: _____

Making Inferences

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

Directions: Read "Follow the Water," then answer the questions that appear in italics or follow directions to fill in the chart.

Clues	Inference
<p>1. "Can we do this another day?' I plead. 'Look at my arm!'" (p. 26)</p> <p>"I feel like a lab rat,' I say, baring my arm reluctantly for the doctor." (p. 26)</p>	<p><i>What do these lines reveal about Georgie's participation in scientific research?</i></p>
<p>2. "I mean, I know we're here for a good reason, but who cares about saving humankind when you can't wash your hair?" (p. 27)</p>	<p><i>From this line, what can you infer about how Georgie feels about her living conditions on Mars?</i></p>

Clues	Inference
3. Find two lines from the story that support the inference on the right.	<div>Nana is very important to Georgie.</div>
4. “‘Didn’t you,’ I say, my voice wavering, ‘didn’t you know about this before you brought me here?’” (p. 28)	<div>What does Georgie’s voice wavering suggest about what she is feeling at this moment?</div>

Clues	Inference
<p>5. Find a moment in the story that supports the inference on the right.</p>	<div data-bbox="824 338 1505 428" style="border: 1px solid black; padding: 5px;"> <p><i>Georgie and her father aren't usually affectionate with each other.</i></p> </div>
<p>6. "I hesitate for a moment, stare down at my legs." (p. 31)</p>	<div data-bbox="824 1165 1505 1297" style="border: 1px solid black; padding: 5px;"> <p><i>What can you infer from this line about Georgie's decision to stow away on the supply shuttle?</i></p> </div>

Name: _____

“Follow the Water” Quiz

Directions: Read “Follow the Water” from the November issue of *Scope*. Then answer the questions below.

1. **What is Georgie’s attitude about living on Mars?**
 - A. optimistic
 - B. pessimistic
 - C. terrified
 - D. proud
2. **Which lines from the story support your answer to Question 1? Choose TWO.**
 - A. “But all those robots that explored the planet had seemed pretty good.”
 - B. “The plastic keeps the air in and the UV rays out, but not the dust. It’s everywhere. . . . Most people get used to it, but not me.”
 - C. “I run to the door and then stop, because on this dumb planet, I can’t even make a dramatic exit.”
 - D. “I pick up a toffee candy that they leave out in bowls on the tables.”
3. **Georgie says that the author of *Red Mars* made life on Mars “sound not half bad. Which is why it’s called science fiction and not reality, I guess.” What does she mean?**
 - A. Life on Mars is not as good as the author of *Red Mars* made it sound.
 - B. Life on Mars is much better than the author of *Red Mars* made it sound.
 - C. Life on Mars is exactly the way the author of *Red Mars* had imagined.
 - D. Reading *Red Mars* was a helpful way to prepare for living on Mars.
4. **Which statement best describes the relationship between Buddy and Georgie?**
 - A. Buddy puts up with Georgie’s complaining because he feels bad for her.
 - B. Georgie doesn’t trust Buddy, but she confides in him anyway because he is the only one who can help her get to Earth.
 - C. Buddy and Georgie were once close but have drifted apart recently.
 - D. Georgie likes and trusts Buddy; he is the only person on Mars she confides in.
5. **Consider what Georgie says to Buddy after he tells her about the supply shuttle: “‘Maybe I could bring you coffee in the morning. You know, over at the shuttle,’ I say casually, looking him straight in the eye, willing him to hear me.” What is Georgie “willing” Buddy to hear?**
 - A. that she wants to spend time with him
 - B. that she wants fresh water from the shuttle
 - C. that she wants to stow away on the shuttle
 - D. that she wants to tell Buddy where her parents found evidence of water
6. **Which detail would be LEAST important to include in a summary of the story?**
 - A. Living on Mars has lowered Georgie’s bone mass, making returning to Earth difficult and dangerous.
 - B. Georgie’s grandmother is seriously ill.
 - C. Georgie’s parents are geologists searching for water on Mars.
 - D. The dust storms on Mars can be severe.

Constructed-Response Questions

7. Why does Georgie dream about water?

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Name: _____

“Follow the Water” Quiz

Directions: Read “Follow the Water” from the November issue of *Scope*. Then answer the questions below.

1. **How does Georgie feel about living on Mars?**
 - A. hopeful
 - B. miserable
 - C. afraid
 - D. proud
2. **Which lines from the story provide the best evidence for your answer to Question 1? CHOOSE TWO.**
 - A. “But all those robots that explored the planet had seemed pretty good.”
 - B. “The plastic keeps the air in and the UV rays out, but not the dust. It’s everywhere. . . . Most people get used to it, but not me.”
 - C. “I run to the door and then stop, because on this dumb planet, I can’t even make a dramatic exit.”
 - D. “I pick up a toffee candy that they leave out in bowls on the tables.”
3. **Georgie says the author of the novel *Red Mars* made life on Mars “sound not half bad. Which is why it’s called science fiction and not reality, I guess.” Georgie means that life on Mars is _____.**
 - A. not as good as in the novel
 - B. much better than in the novel
 - C. very similar to the novel
 - D. much easier because reading the novel prepared her
4. **Which statement best describes the relationship between Buddy and Georgie?**
 - A. Buddy puts up with Georgie’s complaining because he feels bad for her.
 - B. Georgie doesn’t trust Buddy, but she needs him to help her get to Earth.
 - C. Buddy and Georgie were once close but have drifted apart recently.
 - D. Georgie likes and trusts Buddy; he is the only person on Mars she confides in.
5. **When Georgie says to Buddy “Maybe I could bring you coffee in the morning. You know, over at the shuttle,” what is she really asking to do?**
 - A. to spend more time with Buddy
 - B. to find out more about Buddy’s grandfather
 - C. to go to Earth on the supply shuttle
 - D. to show Buddy where her parents found evidence of water
6. **Which detail would be LEAST important to include in a summary of the story?**
 - A. Georgie lives on Mars.
 - B. Nana, Georgie’s grandmother, is ill.
 - C. Georgie’s parents are scientists searching for water on Mars.
 - D. There are many dust storms on Mars.

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

7. Why does Georgie dream of water?
8. Think about the scene when Georgie goes out in the rover with her parents. In this scene, what is different about the way she views Mars compared with earlier in the story?

Scope It Out!

Podcast Transcript

Welcome to Scope It Out, the podcast where we take YOU on a thrilling journey. I'm your host Kristin Lewis. Are you ready?

Because today we're heading somewhere no human has ever been before.

Close your eyes. Are your eyes closed? Good. Now, picture in your mind's eye the room around you. What is beneath your feet? Above your head? What do you smell? What do you hear?

Now imagine rising up from the ground. Through the ceiling, through the roof. Now you're outside. You're getting higher. What do you see? What do you feel? Is the air cool on your face? The buildings and trees and people below get smaller as you rise into the sky. Past the birds. Past the planes. You lift through a mist of clouds. Higher and higher.

And then . . . the blue sky dissolves.

You're floating above the Earth, a blue green swirl of continents and oceans. And beyond that? Space. A beautiful black expanse speckled with starlight.

But your journey isn't over. In fact, it's just beginning.

You head away from the Earth. Past the silver gray moon.

In the distance, the sun churns out fiery light, bathing the solar system in warmth.

You pick up speed.

Suddenly, a red dot comes into your view.

You fly toward it. It gets larger. It's a planet. You're zooming toward the surface, closer and closer.

Until you land with a thud in the rocky dirt.

Welcome to the planet Mars.

At its closest, Mars is about 34 million miles away from where you started on Earth. At its farthest, it's about 250 million!

Since the dawn of time, humans have looked up at the red planet and wondered.

It has had many names.

The Egyptians called it "the red one." In ancient China, it was known as "the fire star." The ancient Romans named it Mars, after the god of war. Its reddish color reminded them of blood.

Today we understand why Mars appears red. The dirt contains a mineral called iron that rusts and then gets kicked up in the atmosphere. This gives the planet a red hue.

For most of human history, Mars was a mystery—until the 1800s, when powerful new telescopes gave scientists a way to look more closely at the red planet. And in the coming centuries, better and better technology helped them learn more and more about this fascinating place. Right now, there are six satellites orbiting Mars, beaming back all sorts of information to Earth. And down on the surface? A rover zips along taking photographs and measurements.

So what have scientists learned?

A lot.

In fact, we know more about Mars than any other planet, aside from Earth of course.

Mars has seasons just like Earth. But they last a lot longer. One year on Earth is 365 days. That's how long it takes Earth to orbit the Sun. But on Mars? One year is 687 Earth days.

So what's it like down on the surface?

You tell me. Because that's where you are, remember?

You're definitely cold. The average surface temperature is 80 degrees below zero. And it's good this is just a fantasy, because the air on Mars is too thin to breathe. But oh, what wonders you see!

Rocky cliffs. Deep valleys. Olympus Mons, the biggest known volcano in the solar system.

And that's not at all. As you take a step, you feel like you're floating. Mars is about half the size of Earth—and has only 1/3 the gravity. In other words, take a leap on Mars, and you might soar three times higher than you would back home on Earth.

Uh oh. Hear that? You better take cover. That's an enormous dust storm coming straight toward you. These violent storms can last for months and cover the entire planet.

It's time to return to Earth now. But this won't be the last time you get to visit. You can go back to Mars any time in your imagination.

Sound editing by Dryspell Productions.

Script by Kristin Lewis.

All music and sound effects by Pond5.



Podcast
FICTION: "Follow the Water"
November 2023

Follow the Water Contest

Explain the title of the story. Who “follows the water,” and in what way? What makes them willing to follow it? Answer both questions in a short essay.

Use text evidence. Send your essay to Follow the Water Contest.

Three winners will each get *Last Day on Mars* by Kevin Emerson.

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

ENTRIES MUST BE RECEIVED BY December 18, 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: _____

Root Power

PART 1: MEANING

In this issue's "Root Power," you learned the root *grat*, which means *pleasing* or *thankful*. Did you figure out the meanings of the words containing these roots? Look at the comic again. Then write the meanings of the words below. Use a dictionary as needed.

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



grat

WORD	MEANING
ingratiating (in-GREY-shee-ey-teeng; <i>adjective</i>)	
gratifying (GRA-tuh-fahy-eeng; <i>adjective</i>)	
grateful (GREYT-fuhl; <i>adjective</i>)	
congratulations (kuhn-GRAT-chyuh-lay-shuhns; <i>plural noun</i>)	

**PART 2:
PRACTICE**

Answer the questions below.

1. Name an occasion on which you might tell someone "congratulations."
2. Name a person, place, or thing for which you are grateful. Then explain why.
3. What would be a gratifying result on your next big math test?
4. Complete this sentence: *Pete looked at Dave with an ingratiating smile; Pete clearly . . .*

**PART 3:
ROOT
CHALLENGE**

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

1. Find another word that contains the root *grat*. Write it below.

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

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

Root Power Contest

Read “Lost in the Corn Maze.” Then follow these steps: 1. Write down the meaning of each word in blue. Use context clues or, if needed, a dictionary.

2. Think of another word that contains *grat*. 3. Write a sentence using that word and draw a picture that shows the word’s meaning. 4. Send your finished product 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

ENTRIES MUST BE RECEIVED BY December 18, 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.*