

WHAT HAPPENS WHEN YOU SNEEZE?

TURNS OUT, A LOT!

Directions: Circle the correct word in each bolded group.

Nose Blasts

Sneezing is one of the **bodies/body's** ways of protecting itself. Your brain signals you to sneeze, your **eyes/eye's** close, and—*achoo!*—droplets of saliva and mucus get blasted out of your nostrils. These droplets contain germs and other tiny **invaders/invader's** that can make you sick. One sneeze can launch up to 40,000 droplets of saliva and mucus into the air. And get this: Your body produces enough mucus every day to fill almost three soda cans!

Good Manners

While sneezing is a natural defense, it can also spread illness if other people touch or inhale infected droplets. That's why sneezing into a tissue or the crook of your arm isn't just good **manners/manner's**—it's also good hygiene. It keeps germs from flying into other **peoples'/people's** faces or onto objects and surfaces that they might touch.

Well Wishes

In many **culture's/cultures**, it's considered polite to wish someone well after they sneeze. Here in the U.S., you might hear "Bless you." In China, you might hear an expression meaning "May you live 100 years!" In Germany, people simply say, "Health."

Name: _____

Polish Your Possessives

First we'll review what possessives are and how to use them.
Then you'll take the Possessives Challenge.

A **POSSESSIVE** is a noun that shows possession, or ownership, using an apostrophe. For example:

Mia's hat blew away.
(The hat that belongs to Mia blew away.)

There are a few rules to follow when forming possessives.

1. To make a **SINGULAR NOUN** (like *girl*) possessive, add an 's to the end of the noun.

the girl's dog
(Here, the possessive shows that the dog belongs to one girl.)

2. To make a **PLURAL NOUN** (like *girls*) possessive, add an ' after the s that is already at the end of the noun.

the girls' dog
(Here, the possessive shows that the dog belongs to more than one girl.)

3. What about a **COLLECTIVE NOUN** (a noun that treats a group as one thing, like *audience, family, or team*)? What about a **PLURAL NOUN** that does not end in s (like *children* or *mice*)?

To make a collective or plural noun that does not end in s possessive, add an 's to the end of the word, just as you would do with a singular noun.

the family's cars
(The possessive shows that the cars belong to the whole family.)

the children's game
(The possessive shows that the game belongs to more than one child.)

Possessives Challenge!

Directions: Choose the best answer to each question.

1. **Who or what owns the shoes in the following sentence?**
Zoey's friends' shoes are upstairs.
 - A. one friend
 - B. more than one friend
 - C. Zoey
 - D. It is impossible to tell.
2. **Which of the following correctly indicates that the players belong to one team?**
 - A. The teams' players were excited.
 - B. The teams player's were excited.
 - C. The team's players were excited.
 - D. The teams's players were excited.
3. **Choose the sentence that is punctuated correctly.**
 - A. Johns' parents are here.
 - B. Johns parents' are here.
 - C. John's parents are here.
 - D. Johns parents are here.

Directions: Rewrite each of the following sentences by making a noun possessive. Change the wording as necessary. For example:

The bicycle belonging to Tonya is brand new.  Tonya's bicycle is brand new.

4. **The jeans that belong to Kurt are too loose.**
5. **I have the birthdays of my friends memorized.**
6. **The Pasta Palace is the restaurant my family likes best.**

Name: _____

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

Vocabulary

"This Is the End of the World"

- 1. bore (bohr)** *verb*; As it is used in the article, *bore* means "to pierce or make a hole with a turning or twisting movement." A construction crew might use a giant drill to bore a hole in the ground. Insects might bore into a tree trunk, tunneling into the wood to lay their eggs.
- 2. etch (ech)** *verb*; To etch is to create a design or pattern on a hard surface by removing material from it using a laser, a sharp tool, or a chemical.

Similarly, *etch* can be used figuratively to convey making a lasting or vivid impression, as in "The breathtaking sunset over the ocean was etched in my mind, a memory I would cherish forever."
- 3. fissure (FIH-shur)** *noun*; A fissure is a long, narrow opening, usually created when something cracks or splits.
- 4. gape (gayp)** *verb*; To gape is to open your mouth wide, like when you're surprised or amazed. You might gape at the sight of a dolphin jumping out of the water or at a snowboarder's unbelievable tricks.
- 5. inland (IN-land)** *adjective or adverb*; As an adjective, *inland* means "located in the interior of a country, away from the coast," as in "The inland deserts of California are known for their beauty."

As an adverb, *inland* means "into or toward the area away from a coast," as in "The hurricane was expected to travel inland by morning."

- 6. molten (MOHL-tehn)** *adjective*; A substance that is molten has been melted into a liquid by high heat. You've likely seen photos or videos of lava: molten rock that explodes or flows out of volcanoes.
- 7. 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 sunburns. If you're prone to giggling during serious moments, it means you often can't help but laugh when things are serious. If you're in an area prone to afternoon thunderstorms, be sure to always carry an umbrella.

Name: _____

Vocabulary Practice

"This Is the End of the World"

Directions: Choose the best answer to each question.

1. Which might have someone's name etched on it?

- a. a trophy they win
- b. their math homework

2. Would it be wise to walk on a frozen pond that has fissures in the ice?

- a. Yes!
- b. Nope!

3. Which sentence uses *molten* correctly?

- a. The blacksmith carefully poured the molten metal into the mold.
- b. Eva poured molten water into her mug to make tea.

4. Terrence says he is prone to getting the hiccups, especially after drinking soda. He means

- a. he hardly ever gets the hiccups, but if he does, drinking soda gets rid of them.
- b. he gets the hiccups often, particularly when he drinks soda.

Directions: Match each vocabulary word on the left with the word or phrase on the right to which it is most similar in meaning.

5. BORE _____

6. ETCH _____

7. MOLTEN _____

8. INLAND _____

9. PRONE _____

10. FISSURE _____

11. GAPE _____

A. melted

B. engrave

C. gap

D. likely

E. interior

F. drill

G. open wide

Name: _____

Video Discussion Questions

Behind the Scenes: "This Is the End of the World"

- 1.** Drawing on the visuals at the start of the video, what can you tell about the Great Alaska Earthquake?

- 2.** Based on information from the video, what do you think the job of a historian involves?

- 3.** Why might Lauren Tarshis have felt it was important to talk to people who lived through the earthquake, like Dorothy Moore and Tom Gilson?

Name: _____

Close-Reading Questions

"This Is the End of the World"

1. Compare the earthquakes Tom Gilson experienced throughout his childhood with the Great Alaska Earthquake of 1964 (compare and contrast)
2. What was it like to live in Valdez, Alaska, in 1964? (key ideas and details)
3. What causes an earthquake? (key ideas and details)

4. What were the effects of the Great Alaska Earthquake in Alaska? (cause and effect)

5. What were the effects of the Great Alaska Earthquake outside of Alaska? (cause and effect)

6. Why was Valdez especially vulnerable to the earthquake? When the people rebuilt the town, what did they do to keep history from repeating itself? (problem and solution)

Name: _____

Critical-Thinking Questions

"This Is the End of the World"

1. How do you think a person might change after experiencing a natural disaster like the Great Alaska Earthquake of 1964?

2. Why should people care about natural disasters, even those that are far away?

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read "This Is the End of the World." 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:

How does author Lauren Tarshis transport readers to March 27, 1964?
Answer this question in a short response. Use text evidence.

The following questions will help you plan your response.

1. Scavenger Hunt: Record vivid verbs Tarshis uses to help you feel like you are seeing, hearing, and feeling the earthquake in Valdez. (You can record single words, phrases, or entire sentences.)

2. Scavenger Hunt: Record at least three examples of figurative language Tarshis uses to describe the quake and its effects. What do these lines help you understand? How do they make you feel? **Hint:** Can you find similes? (a comparison of two unlike things using *like* or *as*); Can you find personification? (giving human characteristics to nonhuman things)

CHOICE BOARD

"THIS IS THE END OF THE WORLD"

How does author Lauren Tarshis transport readers to March 27, 1964? Answer this question in a short response. Use text evidence.

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

Make a list of three examples of vivid language Lauren Tarshis uses to describe the earthquake. Then, in one or two sentences, explain how those examples help the reader imagine what it was like to live through the quake.

Compare descriptive writing in a work of fiction and a work of nonfiction: Read the short story "[Aftershocks](#)" by Ann Tashi Slater at Scope Online. Then, in a short essay, compare how Slater and Tarshis use vivid language to help readers imagine the setting and events of their stories.

Imagine that a documentary is being made about the Great Alaska Earthquake and you're in charge of designing the promotional materials. Design a social media post or movie poster that will make people interested in seeing the film. Be sure to give the documentary a title and tagline.

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 "This Is the End of the World." (You do not need to respond in complete sentences.)

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

Directions: Use the information you wrote in the boxes on the previous page to write an objective summary. If you left out any important details, add them in.

Summary of “This Is the End of the World”

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 "This Is the End of the World."

<p>Lauren Tarshis's narrative nonfiction article "This Is the End of the World" is about _____</p> <p>who lived through _____</p> <p>_____.</p> <p>At the time, many scientists in Alaska did not think that such a large quake could strike there. Scientists now understand that the earthquake was caused by _____, and that Alaska is located in a part of the world that is prone to large quakes. Tom and his family survived the quake, but the entire waterfront of their town, Valdez, _____.</p> <p>Highways, buildings, and houses were destroyed. The landscape was affected too: _____.</p> <p>Tsunamis raced down the west coast and all the way to Japan. In Alaska, Oregon, and California, 131 people lost their lives. Afterward, Tom and his family banded together with their community to _____.</p>	<p>Who is the article about?</p> <p>What event did this person survive?</p> <p>What causes earthquakes?</p> <p>What happened to the waterfront?</p> <p>List some examples of how the landscape was changed by the earthquake.</p> <p>How did they keep history from repeating itself?</p>
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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 "This Is the End of the World."

1. Based on the story's opening illustration, list two effects of earthquakes.

•

•

2. Complete the sentence stems below using information in the map and the caption titled "The Ring of Fire."

Large earthquakes occur in Alaska because . . .

In the U.S., the most earthquakes occur in Alaska and . . .

3. The information in the diagram "Layers of the Earth" would be relevant to the daily work of which person referenced in the article? Explain.

- A.** the cook aboard the *Chena*
- B.** Stevie Wonder
- C.** Tom Gilson
- D.** a seismologist

4. Complete the sentence stem below based on the photos captioned "Old and New."

Earthquakes are a common occurrence in Alaska, so the town of Valdez . . .

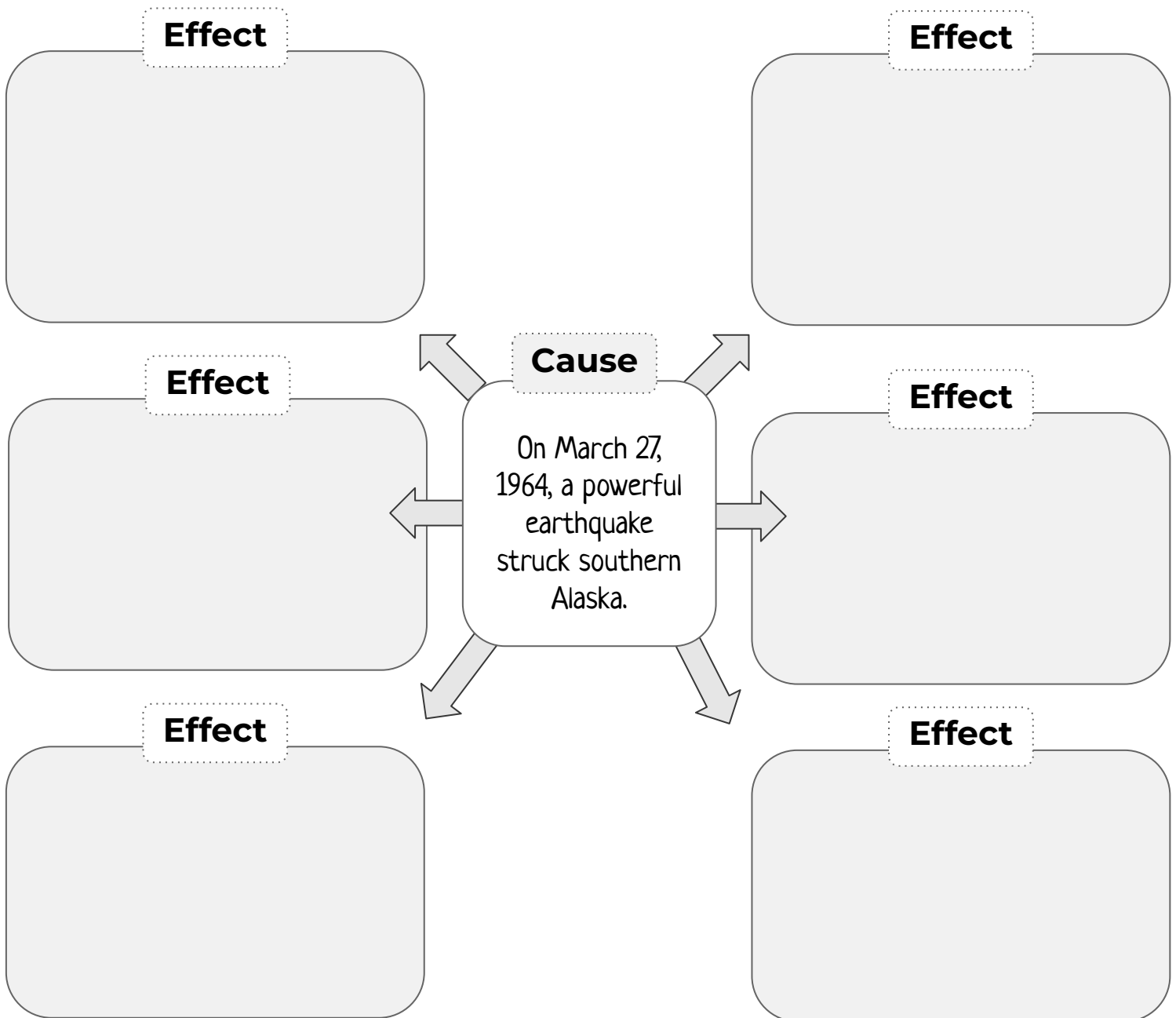
Name: _____

Exploring Text Structure

Directions: Read "This Is the End of the World." Then use the graphic organizers in this activity to organize information from the article.

CAUSE AND EFFECT

Fill in the cause/effect chart below.



DESCRIPTION

Fill in the graphic organizer below with facts you learned about earthquakes.

Earthquakes

A graphic organizer consisting of a central circle with the word "Earthquakes" inside. Surrounding this central circle are six other circles, arranged in a hexagonal pattern. The top circle is empty. The middle-left circle is empty. The middle-right circle is empty. The bottom-left circle is empty. The bottom-center circle is empty. The bottom-right circle is empty.

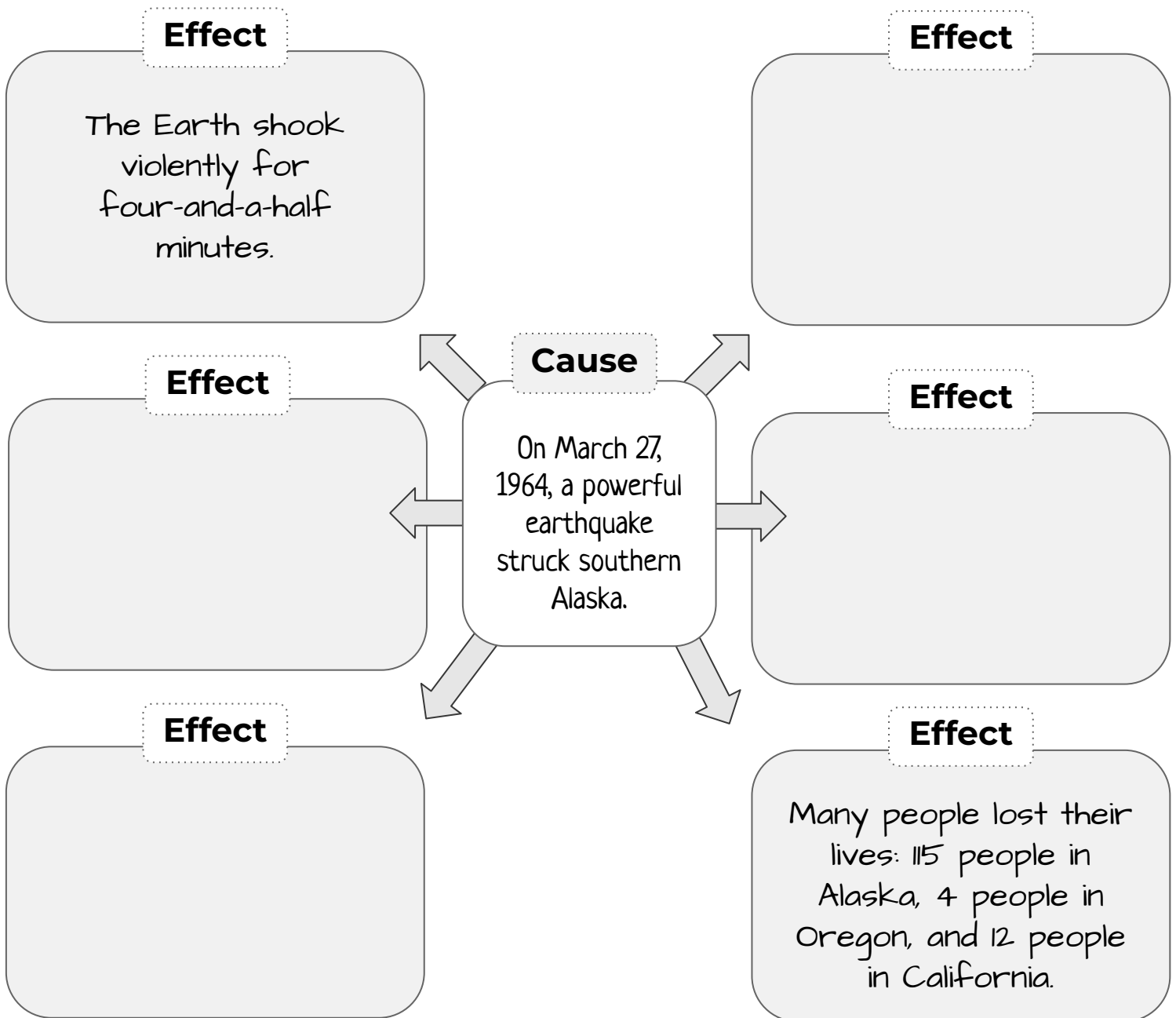
Name: _____

Exploring Text Structure

Directions: Read "This Is the End of the World." Then use the graphic organizers in this activity to organize information from the article.

CAUSE AND EFFECT

Fill in the cause/effect chart below.



DESCRIPTION

Fill in the graphic organizer below with facts you learned about earthquakes from the section “Deadly Forces” and the map “The Ring of Fire.”

Earthquakes

A graphic organizer consisting of a central circle with the word "Earthquakes" inside. Surrounding this central circle are six other circles, arranged in a hexagonal pattern. The top circle is empty. The middle-left circle is empty. The middle-right circle is empty. The bottom-left circle is empty. The bottom-center circle is empty. The bottom-right circle is empty.

Name: _____

Nonfiction Quiz

Directions: Read “This Is the End of the World” from the December/January issue of *Scope*. Then answer the questions below.

1. Which is a central idea of the introduction?
 - A. Tom Gilson lived in Alaska.
 - B. The Great Alaska Earthquake was much more serious than past earthquakes in Alaska.
 - C. Brown bears are common in Alaska.
 - D. Valdez is a small town.
2. Which sentences best describe how author Lauren Tarshis structures the section “A Brand-New State”? Choose TWO.
 - A. She lists the reasons Tom and his family lived in Valdez.
 - B. She provides a sequence of events leading up to the town of Valdez being built.
 - C. She compares and contrasts Valdez and Anchorage.
 - D. She describes what Tom’s life in Valdez was like.
3. Which pair of words best describe Tarshis’s tone in the section “Eagles and Otters”?
 - A. admiring and impressed
 - B. bitter and cold
 - C. neutral and casual
 - D. serious and somber
4. Which lines from the article support your answer to Question 3? Choose TWO.
 - A. “And his day off from school was going to be especially fun.”
 - B. “Then again, who needs bowling or talking horses or pop songs when you live in the middle of one of the most dazzling spots on the planet?”
 - C. “Ringed by mile-high mountains with icy tops that glittered in the sun, Valdez sat at the edge of the spectacular Prince William Sound.”
 - D. “Tom gobbled his breakfast, certain that a great day was ahead.”
5. Tarshis writes, “[Tom’s] house was only a few blocks away, but it might as well have been on the moon . . .” She means that _____.
 - A. Tom was lost
 - B. it would be very difficult for Tom to get home
 - C. Tom’s house was far away
 - D. Tom didn’t know the way back to his house
6. Tarshis writes, “Fissures now stretched across the land like evil, jagged-toothed smiles.” This line _____. Choose TWO.
 - A. contains personification that helps you picture the cracks in the ground
 - B. contains a simile that helps you picture the cracks in the ground
 - C. helps you understand how earthquakes happen
 - D. helps create a nightmarish mood

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

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Name: _____

Nonfiction Quiz

Directions: Read “This Is the End of the World” from the December/January issue of *Scope*. Then answer the questions below.

1. **The introduction helps readers understand _____.**
 - A. what causes earthquakes
 - B. that the Great Alaska Earthquake was a very serious earthquake
 - C. why Tom lived in Alaska
 - D. the four layers of our planet
2. **Which sentences best describe how author Lauren Tarshis structures the section “A Brand-New State”? Choose TWO.**
 - A. She lists the reasons Tom and his family lived in Valdez.
 - B. She provides a sequence of events leading up to the town of Valdez being built.
 - C. She compares and contrasts Valdez and Anchorage.
 - D. She describes what Tom’s life in Valdez was like.
3. **In the section “Eagles and Otters,” Tarshis sounds _____ with the town of Valdez.**
 - A. impressed
 - B. bored
 - C. angry
 - D. disappointed
4. **Which lines from the article support your answer to Question 3? Choose TWO.**
 - A. “And his day off from school was going to be especially fun.”
 - B. “Then again, who needs bowling or talking horses or pop songs when you live in the middle of one of the most dazzling spots on the planet?”
 - C. “Ringed by mile-high mountains with icy tops that glittered in the sun, Valdez sat at the edge of the spectacular Prince William Sound.”
 - D. “Tom gobbled his breakfast, certain that a great day was ahead.”
5. **Tarshis writes, “[Tom’s] house was only a few blocks away, but it might as well have been on the moon . . .” She means that _____.**
 - A. Tom was lost
 - B. it would be very difficult for Tom to get home
 - C. Tom’s house was far away
 - D. Tom didn’t know the way back to his house
6. **Tarshis writes, “Fissures now stretched across the land like evil, jagged-toothed smiles.” This line _____. Choose TWO.**
 - A. explains why the Great Alaska Earthquake was so destructive
 - B. helps you picture the fissures, or cracks, in the ground
 - C. helps you understand how earthquakes happen
 - D. helps create a nightmarish mood

Great Alaska Earthquake Contest

How does author Lauren Tarshis transport readers to March 27, 1964? Answer this question in a short response. Use text evidence. Send your work to Great Alaska Earthquake Contest. Three winners will each get a copy of *Mixed Up* by Gordon Korman.

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 February 19, 2024.

**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 roots *script* and *scrib*, which both mean *write*. 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 roots *script* and *scrib*.



***script*
& *scrib***

WORD	MEANING
manuscript (MAN-yoo-skript; <i>noun</i>)	
scribble (SKRIH-buh; <i>verb</i>)	
describe (dih-SKRAYB; <i>verb</i>)	
inscription (in-SKRIP-shuhn; <i>noun</i>)	

**PART 2:
PRACTICE**

Fill in the blank with the word that best completes each sentence: *describe*, *scribble*, *inscription*, *manuscript*.

1. I like to _____ doodles in the margins of my notebook.
2. The _____ on the ancient tombstone includes the name of the person buried there.
3. The author spent months editing her _____ before sending it to her publisher.
4. I'd _____ her clothing style as '90s: lots of flannel shirts, denim, and band T-shirts.

Respond to each prompt below.

5. Describe what your favorite ice cream flavor looks and tastes like.
6. Scribble a map that marks the spot of a secret treasure buried on your school's property.

**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 *script* or *scrib*. Write it below.

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

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

Root Power Contest

Read "The Mysterious Manuscript." Then follow these steps: 1. Write down the meaning of each word in green. Use context clues or, if needed, a dictionary. 2. Find another word that contains the root *script* or *scrib*. 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

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Name: _____

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

Vocabulary

Stranded in Space

1. **console (KAHN-sohl)** *noun*; You might know that a gaming console—like Xbox or Nintendo Switch—is an electronic device that connects to a display (like a television screen) and is used to play video games.

The play *Stranded in Space* mentions a different kind of console: a special workstation with switches and display screens that NASA engineers use to monitor data from spacecrafts.

2. **deploy (dih-PLOI)** *verb*; *Deploy* means “to move, spread out, or place in position for a particular task or purpose,” as in “Part of skydiving training is learning how to deploy a parachute.”

People can also be deployed. The government might deploy soldiers on an overseas mission, or it might deploy scientists to study an area after a natural disaster.

3. **dire (dahyr)** *adjective*; *Dire* means “extremely terrible, serious, or urgent; close to disaster,” as in “The forecast was dire; a hurricane was headed straight toward the town,” or “The bridge is in dire need of repair. It is falling apart and not safe to walk on,” or “The sailors found themselves in a dire situation as a gigantic sea monster arose from the churning waters.”

4. **disoriented (dis-OR-ee-en-tehd)** *adjective*; If someone is disoriented, they feel lost, confused, and unable to think clearly. Turning in circles with your eyes closed can cause you to feel disoriented. If you are sleeping over at a friend’s house and you wake up in the middle of the night, you might feel disoriented for a few moments—that is, you might feel confused about where you are.

5. **grave (grayv)** *adjective*; As it is used in the play, *grave* means “very serious; causing fear or worry because of threat of great harm,” as in “The man was rushed to the hospital with grave injuries” or “The rescuers were doing everything they could to save the men trapped in the mine, but the situation was grave.”
6. **navigate (NAV-i-gayt)** *verb*; To navigate is to find the way to get to a place. If your friend’s mom asks you to navigate while she drives you home, she wants you to tell her what roads to take to get to your house. Many people use map apps on their phones or in their cars to help them navigate.

Name: _____

Vocabulary Practice

Stranded in Space

Directions: Match each vocabulary word on the left with a pair of synonyms on the right. (Psst! Two of the vocabulary words are synonyms themselves, so they have the same answer.)

- | | |
|----------------------|--------------------------|
| 1. NAVIGATE _____ | A. guide, direct |
| 2. DIRE _____ | B. unstable,
mixed-up |
| 3. GRAVE _____ | C. serious, terrible |
| 4. DISORIENTED _____ | |

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

Word Bank

disoriented console dire navigate deploy

5. The engineers worked quietly in front of their _____. The many screens cast a blue glow on their faces.
6. The firefighters were _____ to the scene of the wildfire as soon as they received the emergency call.
7. Jess became _____ while walking around the city. She thought north was south and east was west.
8. Using a map and a compass, Tom was able to _____ through the dense forest and reach the hidden waterfall.
9. "The situations is _____," said Emma. "Please send help immediately!"

4. Describe the mood throughout most of Scene 9. How does the playwright create this mood? (mood)

5. Support the following statement using text evidence from the play: *Flight Director Gene Kranz is a good leader.* (character)

Name: _____

Critical-Thinking Questions

Stranded in Space

1. What life lessons can we draw from the Apollo 13 story? In other words, how can the experiences of the characters be applied to challenges we might face in our own lives?

2. The Apollo 13 mission was called “a successful failure.” Why might that be?

Name: _____

Featured Skill: Theme

Directions: Read *Stranded in Space*. 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:

In the epilogue, Haise says that ingenuity, leadership, and teamwork brought the crew home safely. In a short essay, explain how his statement is supported by details in the play.

In the following boxes, define ingenuity, leadership, and teamwork in your own words (feel free to consult a dictionary!). Then record examples of ingenuity, leadership, and teamwork in the play.

INGENUITY

Definition:

Quotation(s):

How is this an example of ingenuity?

LEADERSHIP

Definition:

Quotation(s):

How is this an example of leadership?

TEAMWORK

Definition:

Quotation(s):

How is this an example of teamwork?

Now it's time to write!

Each characteristic will have its own body paragraph:

Body Paragraph #1:
INGENUITY

Body Paragraph #2:
LEADERSHIP

Body Paragraph #3:
TEAMWORK

You will also write a short introduction and a conclusion.

Introduction

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

*Example: "Suzanne Collins wrote a dystopian novel, *The Hunger Games*."*

Summarize the text in a sentence.

Example: "Teenage heroine Katniss Everdeen must fight to the death for the entertainment of her government."

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

*Combined example: "In Suzanne Collins's dystopian novel *The Hunger Games*, teenage heroine Katniss Everdeen must fight to the death for the entertainment of her government."*

State your thesis in a sentence.

(Summarize the purpose of the essay in one sentence. You can refer back to the prompt and may wish to restate part of it.)

Body Paragraph #1: Ingenuity

<p>Begin with a clear topic sentence. Summarize how ingenuity brought the crew home safely.</p>	
<p>Provide context for your quotation. Who is speaking in your quote and why are they speaking? What does your reader need to know so that the quote makes sense?</p>	
<p>Cite your quote. Be sure to use quotation marks.</p>	
<p>Give your analysis. This can be the same as your answer to the question “How is this an example of ingenuity?” on Page 1.</p>	

Body Paragraph #2: Leadership

<p>Begin with a clear topic sentence. Summarize how leadership brought the crew home safely.</p>	
<p>Provide context for your quotation. Who is speaking in your quote and why are they speaking? What does your reader need to know so that the quote makes sense?</p>	
<p>Cite your quote. Be sure to use quotation marks.</p>	
<p>Give your analysis. This can be the same as your answer to the question “How is this an example of leadership?” on Page 2.</p>	

Body Paragraph #3: Teamwork

<p>Begin with a clear topic sentence. Summarize how teamwork brought the crew home safely.</p>	
<p>Provide context for your quotation. Who is speaking in your quote and why are they speaking? What does your reader need to know so that the quote makes sense?</p>	
<p>Cite your quote. Be sure to use quotation marks.</p>	
<p>Give your analysis. This can be the same as your answer to the question “How is this an example of teamwork?” on Page 2.</p>	

Conclusion

Summarize.
Briefly summarize the body paragraphs.

Make sure you are not simply repeating the introduction; you should use new and interesting language.

The conclusion can be short; 2 to 3 sentences is enough.

CHOICE BOARD

STRANDED IN SPACE

In the epilogue, Haise says that ingenuity, leadership, and teamwork brought the crew home safely. In a short essay, explain how his statement is supported by details in the play.

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

Create fictional social media accounts for one of the astronauts, Susan Lovell, and Frances “Poppy” Northcutt. Be sure to include a handle, a biography, and at least two posts for each character.

Write a postcard from Jim Lovell to his wife and daughter. Include his thoughts and feelings about the change in Apollo 13’s mission from landing on the moon to making it safely back to Earth.

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

Name: _____

Stranded in Space Quiz

Directions: Read *Stranded in Space* from the December/January issue of *Scope*. Then answer the questions below.

1. In Scene 1, Jim Lovell says, “Houston, we are venting some kind of gas.” Which sentence uses **vent** in the same way it is used here?
 - A. My ski jacket has vents in the armpits.
 - B. My sister was venting to me about the problems she has been having with her roommate.
 - C. Smoke was venting from the car’s hood.
 - D. We need to replace the air vent in the ceiling.
2. What does Scene 2 help readers understand about the play’s setting?
 - A. It was a new era in space exploration.
 - B. Florida is an ideal location for mission launches because of its sandy beaches.
 - C. Most American households did not have cable TV at the time.
 - D. The United States was at war.
3. How is Gene Kranz characterized in Scene 3?
 - A. tough, arrogant, and smug
 - B. calm, rational, and determined
 - C. confused, indecisive, and self-doubting
 - D. bossy, aggressive, and selfish
4. Which lines support your answer to Question 3? Choose **THREE**.
 - A. **SD1:** Flight Director Gene Kranz talks with his team.
 - B. **Kranz:** Unclear. Let’s stick to what we know.
 - C. **SD2:** Kranz nods, steely-eyed.
 - D. **Kranz:** All right. Let’s bring them home. Failure is not an option.
5. Which sentence best summarizes the play?
 - A. A dedicated astronaut gets the opportunity to set foot on the moon as a mission commander for NASA.
 - B. A spacecraft reenters Earth’s atmosphere at 25,000 miles per hour before touching down in the Pacific Ocean.
 - C. A crew on board a damaged spacecraft is rescued through the efforts of a team of creative problem solvers, turning disaster into triumph.
 - D. A mother and daughter nervously watch television broadcasts during a doomed space mission.
6. Which of the following are themes of the play? Choose **TWO**.
 - A. One shouldn’t act without first considering the possible consequences.
 - B. Trust is hard to achieve and easily broken.
 - C. Working together helps people succeed.
 - D. It’s important to stay calm and focused during a crisis.

Name: _____

Stranded in Space Quiz

Directions: Read *Stranded in Space* from the December/January issue of *Scope*. Then answer the questions below.

1. In Scene 1, Jim Lovell says, "Houston, we are venting some kind of gas." Based on context clues, **venting** means _____.
 - A. inhaling
 - B. suffering
 - C. releasing
 - D. seeing
2. What does Scene 2 help readers understand about the play's setting?
 - A. The story takes place during a new era in space exploration.
 - B. Florida is an ideal location for mission launches because of its sandy beaches.
 - C. Most American households did not have cable TV at the time.
 - D. The United States was at war.
3. How is Gene Kranz characterized in Scene 3?
 - A. tough and bossy
 - B. calm and determined
 - C. confused and doubtful
 - D. selfish and unkind
4. Which lines support your answer to Question 3? Choose **THREE**.
 - A. **SD1:** Flight Director Gene Kranz talks with his team.
 - B. **Kranz:** Unclear. Let's stick to what we know.
 - C. **SD2:** Kranz nods, steely-eyed.
 - D. **Kranz:** All right. Let's bring them home. Failure is not an option.
5. Which detail would be **LEAST** important to include in a summary of the play?
 - A. An explosion damaged the spacecraft.
 - B. It took many people working together to help bring the crew home.
 - C. Odyssey reached a speed of 25,000 mph.
 - D. Apollo 13 was one of NASA's moon-landing missions.
6. Which of the following statements can be supported by information from the play? Choose **TWO**.
 - A. The Apollo 13 disaster could have been avoided.
 - B. Not many people were paying attention to the Apollo 13 mission.
 - C. Space travel can be dangerous.
 - D. It's important to stay calm and focused during a crisis.

Apollo 13 Contest

In the epilogue, Haise says that ingenuity, leadership, and teamwork brought the crew home safely. In a short essay, explain how his statement is supported by details in the play. Send your essay to Apollo 13 Contest. Three winners will get *Diary of a Martian* by Stephen B. Haunts.

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 February 19, 2024.

**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: _____

Analyzing Poetry

"My Apologies" by Jennifer Dignan

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

STRUCTURE

Let's take a quick look at the structure of the poem.

Free verse:
poetry that
does not have a
regular pattern
of rhymes

1. How many stanzas are there?

2. How many lines are in each stanza?

3. Does the poem have a pattern of rhymes, or is it free verse?

4. Can you find an example of repetition in the poem? *Hint: Look at how each stanza begins.*

TONE

5. In this poem, the speaker makes four apologies. How sorry does the speaker seem to you? In other words, do they seem really and truly sorry, a little bit sorry, or not sorry at all? Explain what makes you say so.

MEANING

6. When the speaker apologizes to the roof of their mouth, they are apologizing for physically injuring it. It's the same thing with their feet and their wrist: They are apologizing for physically injuring those body parts. What about when they apologize to their heart? Are they apologizing for physically injuring that organ? If not, what do they mean when they say, "I have failed to protect you many times. You are fragile, and it is never my wish to see you in pain"?

7. In the fourth stanza, what do you think the speaker means when they tell their heart, "it is only by putting you at risk that I can set you up for bliss"?

8. At the end of the poem, the speaker says to their heart, "Besides, while you may be fragile, you are also strong." Explain what they mean.

Name: _____

Poetry Writing Planner

Read the poem "My Apologies" by Jennifer Dignan. Then follow the directions in this activity to write your own poem called "My Apologies." Your poem can be to yourself, to a part of yourself, or to another person, place, or thing.

You will need your own paper to write on.

1: BRAINSTORM

On a blank piece of paper, jot down ideas for the person, place, or thing you will apologize to and what you will apologize for. Think about options for each of the categories below.

yourself

a part of
yourselfsomeone
else

a place

a thing

2: REVIEW AND CHOOSE

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

Note: If you want to apologize to more than one part of yourself, as Dignan does in her poem, or to more than one person, place, or thing, you certainly can! Simply put stars next to all the ideas you would like to use.

3: REFLECT AND TAKE NOTES

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

What are the details of what you did and of the person, place, or thing you did it to?

Why did you do what you did?

How sorry do you feel about what you did? Is there anything you will do to make it up to the person, place, or thing you are apologizing to? Will you try not to do the same thing again in the future, or do you think you might?

If you are planning to include more than one apology in your poem, repeat this step for your other apologies.

4: WRITE YOUR FIRST DRAFT

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

Guidelines:

- ▶ Give your poem the title "My Apologies."
- ▶ In your poem, apologize to yourself or at least one part of yourself, or to at least one other person, place, or thing. Use your notes to help you include details.
- ▶ Make clear *how* sorry you feel.

4: WRITE YOUR FIRST DRAFT (continued)

As you work on your first draft, think about:

- ▶ How many stanzas will you divide your poem into? You can have just one or as many as you like.
- ▶ If you have more than one stanza, will all of your stanzas have the same number of lines or not? Totally up to you!
- ▶ Will you use any repetition—that is, will you choose a sound, word, phrase, or entire line to appear more than once?
- ▶ Will you create a pattern of rhymes, or will you write free verse?

5: REVISE

When you have your first draft . . .

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

My Apologies Contest

Write a poem titled "My Apologies." Your poem can be to yourself, to a part of yourself, another person, place, or thing. Send your work to My Apologies Contest. Three winners will each get a *Scope* notebook.

Entries will be judged on:

- ✓ creativity
- ✓ clarity

Student's name: _____ Grade: _____

Parent's or legal guardian's email: _____

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

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

School name: _____

School mailing address: _____

City: _____ State: _____

School phone number: _____

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

Parent's or legal guardian's signature:

X _____

Include this form with the entry and send both to: scopecontest@scholastic.com

ENTRIES MUST BE RECEIVED BY February 19, 2024.

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

Name: _____

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

Vocabulary

"The Incredible Pangolin Rescue"

1. **critically endangered** (KRI-tih-kuh-lee in-DAYN-juhrd) *adjective*; "Critically endangered" is a category used by a global environmental organization called the International Union for Conservation of Nature (IUCN). "Critically endangered" is the most serious category for a species in danger; it is just one step below the category "extinct in the wild." In other words, a plant or animal that has been labeled as critically endangered is facing an extremely high risk of becoming extinct in the wild.
2. **delicacy** (DEH-lih-kuh-see) *noun*; A delicacy is a food people like to eat because it is considered special or rare, as in "From a young age, my cousin Marie loved to eat snails, a delicacy in France."
3. **dispatch** (dih-SPACH) *verb*; To dispatch something is to quickly send it off to a particular place or for a particular reason. 911 operators dispatch rescue vehicles to the scene of an emergency.
4. **rehabilitate** (ree-uh-BIH-luh-tayt) *verb*; *Rehabilitate* means "to restore to health or good condition." If you injure your knee, you might have to go to a hospital or physical therapy center to get help rehabilitating your knee.
5. **traffic** (TRA-fik) *verb*; You're probably familiar with the noun *traffic* being used to mean "the vehicles, pedestrians, ships, or planes moving along a route."

Traffic can also mean "to deal or trade something illegal." Exotic animals are an example of something that is trafficked.

Name: _____

Vocabulary Practice

"The Incredible Pangolin Rescue"

Directions: Choose the best answer to each question.

1. Which of the following might be considered a delicacy?

- a. a \$1,000 jar of caviar (the eggs of a special fish called a sturgeon)
- b. a chewy granola bar

2. Evan works for an organization that rehabilitates wild animals. What does Evan do?

- a. He helps wild animals recover from illness or injury.
- b. He illegally captures and sells wild animals.

3. Which of the following is the best synonym for *dispatch*?

- a. receive
- b. send out

4. Michelle trafficks stolen jewelry. Is Michelle breaking the law?

- a. No. She is paid to find stolen jewelry and return it to its rightful owners.
- b. Yes. She participates in the illegal buying or selling of stolen jewelry.

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

critically endangered delicacy dispatching rehabilitate trafficked

5. Audiences were shocked to learn that the monkey in the movie had been illegally taken from the wild and sold.

6. In my family, extra dark chocolate is the most delicious food you could possibly eat.

7. The hotel will be sending a limo to the airport to pick up the special guests.

8. It took Angela over a year to get her injured shoulder back to normal.

Name: _____

Close-Reading Questions

"The Incredible Pangolin Rescue" and "The Amazing Pangolin"

"The Incredible Pangolin Rescue"

1. Who was Lucy and why was she in danger? (key ideas and details)
2. For what reasons are pangolins being poached? (text evidence)
3. Why are pangolins especially vulnerable to poachers? (text evidence)

4. What steps did the Wildlife Alliance take to rescue Lucy? (problem and solution)

5. Compare and contrast Lucy at the beginning and end of the article, focusing on the introduction and the section "Hope for the Future." (compare and contrast)

"The Amazing Pangolin"

1. In a single sentence, summarize what makes pangolins special creatures, according to the infographic. (summarizing)

2. Based on the infographic, what can you infer would be a consequence of pangolins becoming extinct? (inference)

Name: _____

Critical-Thinking Questions

"The Incredible Pangolin Rescue" and "The Amazing Pangolin"

1. Why do you think the Wildlife Alliance and the Phnom Tamao Wildlife Rescue Center worked so hard to save a single pangolin?

2. Why should people care about pangolins? About endangered species in general?

Name: _____

Featured Skill: Synthesis

Directions: Read "The Incredible Pangolin Rescue" and "The Amazing Pangolin."
Then use this planner to help you respond to the prompt that appears at the end
of the article and infographic.

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

Drawing on information from the article and the infographic, create a poster, video,
or slideshow about saving pangolins from extinction.

1. Why are pangolins at risk of extinction?

List reasons
using bullet
points.

2. Why are pangolins important?

List reasons using bullet points.

Now you’re ready to create!

Here are some video, poster, and slideshow tips.

VIDEO

- Remember, your video should raise awareness. Think about the tone you’ll want to use. Will it be dramatic? Informational? Inspiring?
- Will there be narration? Music?
- Use the information you wrote in Questions 1 and 2 to support your message. Think about which details will have the biggest impact on your viewers.

POSTER

- Write an attention-grabbing headline—a message that will make people want to read your poster.
- What will your main image be—a photo or an illustration? Will there be any additional images or other visual elements?
- Avoid using too much text. Include only the most important information from Questions 1 and 2.

SLIDESHOW

- Keep your slides simple and clear—don’t cram too much on one slide.
- What sort of multimedia does a slideshow allow you to use? Photos? Video? Etc.
- Be sure to include a slide at the end where you cite the sources of the elements you included.

CHOICE BOARD

"THE INCREDIBLE PANGOLIN RESCUE" & "THE AMAZING PANGOLIN"

Drawing on information from the article and the infographic, create a poster, video, or slideshow about saving pangolins from extinction.

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

Write a letter to Nick Marx, telling him what you learned about pangolins and the work of the Wildlife Alliance.

Choose another animal that is currently endangered. Create your own infographic about that animal, using "The Amazing Pangolin" as a model. Here's a great place to begin your research:

<https://www.worldwildlife.org/species/directory>

Saving Lucy required enormous teamwork. In a well-organized paragraph, explain how people worked together to rescue Lucy.

Name: _____

Finding and Using Text Evidence

Directions: Read “The Incredible Pangolin Rescue” and “The Amazing Pangolin.” Then complete this activity to practice finding text evidence.

Imagine that you are writing a paragraph explaining why pangolins are in danger of disappearing.

1. **Which is the BEST topic sentence for your paragraph?**
 - A. Pangolins are small and gentle.
 - B. Poaching is putting pangolins at risk of extinction.
 - C. People around the world are working to stop poachers and traffickers.

2. **Which information from the article BEST supports the sentence you chose in Question 1?**
 - A. “Wildlife trafficking is a major criminal activity, bringing in up to 10 billion dollars every year. (p. 21)
 - B. “Some poachers simply set snares and wait.” (p. 21)
 - C. “More than 1 million of these creatures have been poached from the wild in the past decade. And now, four of the world’s eight pangolin species are considered critically endangered.” (p. 21)

3. **Which of the following BEST explains why the text evidence you chose in Question 2 is relevant?**
 - A. It explains why it is easy for poachers to capture pangolins.
 - B. It shows how big of a problem wildlife trafficking is.
 - C. It shows how serious of a threat poaching is for pangolins.

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

STATEMENT:

Pangolins are important to the environment.

- A.** “Lucy was a Sunda pangolin, a scaly, mostly nocturnal mammal native to Southeast Asia.” (p. 20)
- B.** “Thanks to their big appetites, pangolins are natural pest controllers. For example, they protect forests from termites, insects that eat wood.” (p. 23)
- C.** “And now, four of the world’s eight pangolin species are considered critically endangered, including Sunda pangolins like Lucy.” (p. 21)

I chose _____ because _____

- 5. Choose the paragraph that shows the BEST use of text evidence in the form of a direct quotation.**

- A.** Governments can play a role in combating wildlife trafficking. “Wildlife trafficking is a serious crime in Cambodia, and the punishment includes steep fines and up to five years in prison.” Passing and enforcing strict laws is certainly one way to deter people from selling protected wildlife.
- B.** Governments can play a role in combating wildlife trafficking. Author Joe Levit writes, “Wildlife trafficking is a serious crime in Cambodia, and the punishment includes steep fines and up to five years in prison” (22).
- C.** Governments can play a role in combating wildlife trafficking. For example, author Joe Levit writes, “Wildlife trafficking is a serious crime in Cambodia, and the punishment includes steep fines and up to five years in prison” (22). Passing and enforcing strict laws is certainly one way to deter people from selling protected wildlife.

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

6. Now it’s your turn. Write a paragraph explaining how even though pangolins do not live in the Americas, people in the Americas are endangering pangolins. Your paragraph should include:

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

Name: _____

Finding Text Evidence

Directions: Read "The Incredible Pangolin Rescue" and "The Amazing Pangolin." Then complete this activity to practice finding text evidence.

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

STATEMENT:

Pangolins need our protection.

- A.** "Today, pangolins are the world's most trafficked mammal." (p. 21)
- B.** "When they sense danger, they curl up into a tiny ball, using their tough scales to form a wall of armor around their body." (p. 21)
- C.** "More than 1 million of these creatures have been poached from the wild in the past decade." (p. 21)

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

STATEMENT:

Pangolins are important to the environment.

- A.** "Lucy was a Sunda pangolin, a scaly, mostly nocturnal mammal native to Southeast Asia." (p. 20)
- B.** "Thanks to their big appetites, pangolins are natural pest controllers. For example, they protect forests from termites, insects that eat wood." (p. 23)
- C.** "And now, four of the world's eight pangolin species are considered critically endangered, including Sunda pangolins like Lucy." (p. 21)

I chose ____ because _____

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

STATEMENT:

Pangolins are special creatures.

- A.** “Their sticky tongues, which can be longer than their bodies, enable them to slurp up insects and swallow them whole.” (p. 23)
- B.** “80 Million Years: the approximate length of time pangolins have existed—more than 250 times longer than humans” (p. 23)
- C.** _____

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

STATEMENT:

Even though pangolins do not live in the Americas, people in the Americas are endangering pangolins.

Line that supports the statement:

How does this line support the statement?

Name: _____

Paired Texts Quiz

Directions: Read “The Incredible Pangolin Rescue” and “The Amazing Pangolin” from the December 2023/January 2024 issue of *Scope*. Then answer the questions below.

1. **Who or what is posing harm to pangolins as a species?**
 - A. predators such as leopards and hyenas
 - B. volunteer informants in Cambodia
 - C. wildlife traffickers
 - D. pests such as ants and termites
2. **Which pieces of information can readers gather from the map in the article? Choose THREE.**
 - A. the distance from Battambang to the Phnom Tamao Wildlife Rescue Center
 - B. the name and location of the capital city of Cambodia
 - C. where the Tatai Wildlife Sanctuary is located
 - D. where the story's setting is in relation to the United States
3. **The author of the article writes that Lucy was “gravely injured.” Which word is a synonym for *gravely*?**
 - A. frequently
 - B. slightly
 - C. unintentionally
 - D. seriously
4. **Information in the infographic could be used to support all of the following statements EXCEPT which?**
 - A. Pangolins have been around for a very long time.
 - B. Pangolins are special creatures.
 - C. Pangolins play an important role in the environment.
 - D. Pangolin populations are safe.
5. **The author's main purpose in writing “The Incredible Pangolin Rescue” is to inform readers about _____.**
 - A. exotic pets
 - B. a personal experience
 - C. an endangered animal
 - D. Cambodia's wildlife trafficking laws
6. **Which statements are supported by information in the article AND information in the infographic? Choose THREE.**
 - A. Pangolins live in Africa and Asia.
 - B. Pangolins urgently need protection.
 - C. Pangolins are being poached from the wild in high numbers.
 - D. Pangolins are not the only creatures threatened by wildlife trafficking.

Name: _____

Paired Texts Quiz

Directions: Read “The Incredible Pangolin Rescue” and “The Amazing Pangolin” from the December 2023/January 2024 issue of *Scope*. Then answer the questions below.

1. **The infographic explains that all eight species of pangolins are at risk of extinction. Which line from the article helps explain why?**
 - A. “One of her front feet was missing, and one of her hind legs had been badly mangled by the wire snare.”
 - B. “The animals they rescue are rehabilitated at the Phnom Tamao Wildlife Rescue Center.”
 - C. “Today, pangolins are the world’s most trafficked mammal.”
 - D. “Some trafficked animals are captured and sold as exotic pets.”
2. **Which pieces of information can readers gather from the map in the article? Choose THREE.**
 - A. the distance from Battambang to the rescue center where Lucy was treated
 - B. the name and location of the capital city of Cambodia
 - C. the location of the sanctuary where Lucy ended up living
 - D. where the story’s setting is in relation to the United States
3. **The author of the article writes of Lucy, “Thanks to her strong will and resilience, however, she adapted.” Which is the best definition of *resilience*?**
 - A. the state of being free of illness or injury
 - B. the state of being hurt or damaged
 - C. a settled way of thinking or feeling about someone or something
 - D. the capacity to withstand or to recover from difficulties; toughness
4. **Information in the infographic could be used to support all of the following statements EXCEPT which?**
 - A. Pangolins have been around for a very long time.
 - B. Pangolins are special creatures.
 - C. Pangolins play an important role in the environment.
 - D. Pangolin populations are safe.
5. **What is the author’s main purpose in writing “The Incredible Pangolin Rescue”?**
 - A. to summarize the scientific research that’s been done on a unique animal
 - B. to describe a personal experience
 - C. to inform readers about a type of animal that is in danger and what is being done to help
 - D. to entertain readers with an amusing story about an adorable creature
6. **Which statements are supported by information in the article AND information in the infographic? Choose THREE.**
 - A. Pangolins live in Africa and Asia.
 - B. Pangolins urgently need protection.
 - C. Pangolins are being poached from the wild in high numbers.
 - D. Pangolins are not the only creatures threatened by wildlife trafficking.

Pangolin Contest

Drawing on information from the article and the infographic, create a poster, video, or slideshow about saving pangolins from extinction. Send your work to Pangolin Contest. Three winners will each get *The Last Wild* by Piers Torday.

Entries will be judged on:

- ✓ a clearly expressed central idea
- ✓ use of information from both texts
- ✓ clarity and good organization

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 February 19, 2024.

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

Name: _____

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

Vocabulary

"Should Artifacts Be Taken From the Titanic?"

1. **controversy (KAHN-truh-vuhr-see)** *noun*; A controversy is an ongoing discussion or disagreement that involves people with strongly opposing points of view. *Controversy* is often used to describe a disagreement involving the public or a large group of people.

A school's decision to change to a four-day school week might cause a controversy, with some students, parents, and teachers strongly in favor of the change and others strongly against it. A popular TV show might cause a controversy if something bad happens to a popular character.

2. **corrode (kuh-ROHD)** *verb*; If something is corroding, it is being slowly worn or eaten away. When something is rusting, for example, it is corroding. *Corrode* is often used to talk about something being slowly eaten away due to the action of a chemical.

Corrode can also be used to describe an action that one thing does to another. So you could say that an old car that's been sitting outside for years is corroding—or you could say that rainwater is corroding the old car.

3. **crow's nest (kroh's nest)** *noun*; A crow's nest is a partly enclosed platform high on a ship's mast that is used as a lookout.

4. **reverence (REV-rehnts)** *noun*; Reverence is deep respect and awe for someone or something. You might feel reverence for a beautiful place. You might treat a soccer jersey worn by your favorite player with reverence. If it's really, really, *really* good, you might even treat a pizza with reverence.

- 5. salvage (SAL-vij)** *noun or verb*; To salvage something is to save it from destruction or ruin. If you are baking a cake and part of it burns, you might be able to salvage it by cutting off the burned parts. If a ship sinks, some of its cargo might be salvaged by divers who bring it up from the wreck.

As a noun, *salvage* can refer to the act of rescuing things from a disaster (in particular, rescuing a ship or its cargo from sinking) or to the rescued items themselves. So you could say "The salvage operation started at dawn" or "Salvage from the sunken ship was on display at the museum."

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in “Should Artifacts Be Taken From the Titanic?” develop their arguments. We filled in two boxes for you.

	Mia Alvarez	Jayden Carter
line(s) that expresses the central claim	"... we must be able to collect artifacts from the wreck."	
lines that express the writer's reasons		
two pieces of evidence that support the writer's reasons	<p>1.</p> <p>2.</p>	<p>1.</p> <p>2.</p>

Name: _____

	Mia Alvarez	Jayden Carter
line(s) that expresses the counterclaim(s)		“Some argue that we must salvage items from the wreck so we can learn from them.”
line(s) that contains the rebuttal to the counterclaim(s)		

Name: _____

Scavenger Hunt

Directions: Fill in the boxes below to explore how the writers of the essays in “Should Artifacts Be Taken From the Titanic?” develop their arguments. We filled one box for you.

	Mia Alvarez	Jayden Carter
line(s) that expresses the central claim	“... we must be able to collect artifacts from the wreck.”	
lines that express the writer’s reasons		
two pieces of evidence that support the writer’s reasons	<div>1.</div> <div>2.</div>	<div>1.</div> <div>2.</div>

Name: _____

Write an Argument Essay

Directions: Read "Should Artifacts Be Taken From the Titanic?" Complete the scavenger hunt at the end of the article. Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Should artifacts be taken from the *Titanic*?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think artifacts **SHOULD NOT be taken from the *Titanic*, one of your supporting details might be that expeditions to the site can cause damage to the wreck.**

1. _____

2. _____

3. _____

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think artifacts **SHOULD** be taken from the *Titanic*, summarize the strongest arguments against removing artifacts that Jayden Carter presents in his essay. If you think artifacts **SHOULD NOT** be taken from the *Titanic*, summarize the strongest arguments for removing artifacts that Mia Alvarez presents in her essay.

STEP 4: CRAFT YOUR THESIS (CENTRAL CLAIM)

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

STEP 5: WRITE YOUR HOOK

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

- 1. An anecdote** (a very short story): Have you ever seen an artifact that helped you learn about the past or an event from history? What was 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: "Imagine a relative of yours was a passenger on the *Titanic*. Would you want people to _____?"
- 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 removing items from the *Titanic*. Finish it in the space provided.

Thousands of artifacts have been taken from the wreck of the *Titanic*. Some people believe it's important to keep collecting these items so we can learn as much as possible from them. Others believe . . .

STEP 7: START WRITING

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

1

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of whether we should take artifacts from the *Titanic*. (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.**

Argument Terms

Parts of an Argument Essay

central claim: the big idea that the author supports in their argument; their position, belief, or viewpoint

Example: *School should start later.*

reasons: the grounds on which a central claim is based; the individual reasons that support or prove the central claim

Example: *Middle school-aged kids need more time to sleep.*

supporting evidence: facts, statistics, and examples that show why a reason should be believed; evidence and reasons support and “hold up” a claim

Example: *A study by the Sleep Institute found that 47 percent of kids aren’t getting enough sleep.*

opposing viewpoint: a position that is the opposite of another position

Example: *School start times do not need to be changed.*

counterclaim: an acknowledgment of a concern or disagreement from those with opposing viewpoints

Example: *Some may argue that starting school later won’t help kids get more sleep because they’ll just go to bed later.*

rebuttal: an author’s direct response to an opposing viewpoint or claim (the “comeback” to a counterclaim)

Example: *Some may argue that starting school later won’t help kids get more sleep because they’ll just go to bed later. ←[counterclaim] While that may be true in some cases, a 2018 study that looked at two schools in Seattle found that students’ sleep increased an average of 34 minutes each night after start times were moved nearly an hour later. ←[rebuttal]*

argument: a central claim, reasoning, and supporting evidence writers and speakers use to try to convince others of their viewpoint

Adjectives

relevant: having to do with the matter being considered; important and connected. When writers use claims or evidence that is *irrelevant*, or not relevant, they weaken their argument.

sufficient: enough; adequate. If writers don’t provide sufficient evidence and reasoning to support a claim, they weaken their argument.

Actions

trace an argument: to identify and explore how an argument is made in an essay, a speech, or another text

evaluate: to judge or calculate the quality of something

rebut: to try to prove that a statement, position, or claim is wrong or false

refute: to prove that a statement, position, or claim is wrong or false

continued

Argument Terms

Weak Reasoning

fallacy: an error in reasoning that weakens your argument; a mistaken belief or idea

Example: *All kids are tired because the kids in my class are tired.*

ad hominem attack: a specific type of fallacy in which an attack is directed against a person's character rather than against the person's position or argument

Example: *Of course Carly says that school should start later. She's just lazy and wants to sleep in.*

emotional appeal: Writers rely on two means of persuasion: common sense appeals (giving the reader facts and information to try to convince them that the writer's argument is correct) and emotional appeals (attempts to control the reader's emotions). When writers use only emotional appeals, they are trying to win an argument without providing any facts, logic, or reason. Instead, they hope to make the reader so upset, excited, or scared, for example, that the reader will agree with them.

Example: *Think of those sad, exhausted kids getting up at dawn every morning and shuffling to school half asleep!*

Name: _____

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

Vocabulary

"Secrets of the Ancient Gum"

- 1. forage (FOR-ij)** *verb*; As it is used in the article, *forage* means "to search for and collect food in the wild." You might grab a basket and forage for wild blackberries in the woods. Squirrels forage for nuts before winter.
- 2. genetic (jeh-NEH-tik)** *adjective*; Traits such as eye color and hair texture are passed from parents to offspring through genes, which exist inside cells.

Genetics is the scientific study of genes and how traits are passed from parents to offspring.

Genetic means "relating to or involving genes or genetics." Your eye color and hair texture are genetic traits.
- 3. glean (gleen)** *verb*; *Glean* means "to gather information or material bit by bit, and often with difficulty." You might glean that your older brother broke up with his girlfriend if you don't see her for a while—and then you notice her photo in his wastebasket.
- 4. prehistoric (pree-hi-STOR-ik)** *adjective*; History is the record of human events. The prefix *pre-* means "before." Prehistory is the time before written records.

Prehistoric means "of, relating to, or existing prior to recorded history," as in "The scientists discovered prehistoric cave paintings that told the story of ancient people's lives and adventures."

Name: _____

Vocabulary Practice

"Secrets of the Ancient Gum"

Directions: Choose the best answer to each question.

- | | |
|---|--|
| <p>1. Which is a synonym of <i>glean</i>?</p> <p>a. gather</p> <p>b. forget</p> | <p>3. Where would someone more likely forage?</p> <p>a. a grocery store</p> <p>b. a forest</p> |
| <p>2. A prehistoric object is very ____.</p> <p>a. old</p> <p>b. new</p> | <p>4. Which is genetic?</p> <p>a. how tall you are</p> <p>b. the weather</p> |

Directions: Read each imaginary show summary. Then choose the best title for each show.

Gleaning the Truth
The Prehistoric Puzzle

TITLES

A Genetic Quest
Foraging With the Finns

- | | |
|---|---|
| <p>5. Join Detective John Rivera as he searches for clues and information to help solve the world's most puzzling crimes and mysteries.</p> <p>SHOW TITLE:</p> <p>_____</p> | <p>7. Four curious kids embark on an adventure to unlock the secrets behind what makes each of us who we are. They meet scientists and visit labs around the world to learn more about the incredible code hidden inside every living thing.</p> <p>SHOW TITLE:</p> <p>_____</p> |
| <p>6. Step into a time machine and journey back to a time when dinosaurs ruled Earth. Meet the gigantic <i>T. rex</i> and discover how scientists use fossils as clues to uncover the history of our planet.</p> <p>SHOW TITLE:</p> <p>_____</p> | <p>8. With the help of friendly forest creatures and a trusty field guide, three siblings search for tasty treasures in the great outdoors and use them to prepare a feast for their family.</p> <p>SHOW TITLE:</p> <p>_____</p> |

Name: _____

The Short Write Kit

Directions: Read "Secrets of the Ancient Gum." 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:

Hannes Schroeder says that Lola's gum is a time capsule. How is Lola's gum like a time capsule?



Your claim:

Lola's gum is like a time capsule 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 authors Kristin Lewis and Adee Braun explain in their article "Secrets of the Ancient Gum," _____.*

(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: *Lewis and Braun go 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 "Secrets of the Ancient Gum."

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>
"Exciting Time"		
"Sticky Goo"		

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>
"Secret Clues"		

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 "Secrets of the Ancient Gum." 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>
"Exciting Time"	Stone tools changed life for early humans.	<ul style="list-style-type: none"> - Axes and chisels helped people fight off dangerous predators like bears and boars.
"Sticky Goo"		

Add two more supporting details

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

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: _____

“Secrets of the Ancient Gum” Quiz

Directions: Read “Secrets of the Ancient Gum” from the December/January issue of *Scope*. Then answer the questions below.

1. **The authors write that Lola’s gum is “an archaeological gold mine.” What do they mean?**
 - A. Archaeologists are studying Lola’s gum.
 - B. Lola’s gum has provided a lot of valuable information about human life in the distant past.
 - C. After Lola’s gum was discovered, gold mining began in Lolland, Denmark.
 - D. Archaeologists discovered gold in Lola’s gum.
2. **How do the authors characterize life during the Neolithic period?**
 - A. boring, dull, plain
 - B. challenging, tough, dangerous
 - C. easy, attractive, appealing
 - D. calm, peaceful, slow
3. **Which is the central idea of the section “Exciting Time”?**
 - A. Without plumbing, life is difficult.
 - B. Boars have flesh-piercing tusks.
 - C. Humans have been chewing gum for thousands of years.
 - D. Stone tools changed life for early humans.
4. **What major changes were occurring during Lola’s time? Choose TWO.**
 - A. People were transitioning from farming to hunting and gathering.
 - B. New tools were making life safer.
 - C. Indoor plumbing was emerging.
 - D. People were beginning to farm.
5. **Consider this sentence: “When Lola’s gum was discovered, it still contained traces of her saliva.”**

Which sentence uses *trace* in the same way it is used in the sentence above?
 - A. The detective was determined to trace the whereabouts of the missing person.
 - B. Sam used bright colors to trace the dinosaur’s picture.
 - C. The cookies had a trace of something special in them—vanilla, perhaps?
 - D. Scientists discovered traces of human activity in the mud: ancient footprints.
6. **The authors write, “We don’t know if she liked to sing or stare out at the sea.” The purpose of this line is to _____.**
 - A. explain that the gum can’t tell us about who Lola was as a person
 - B. reveal that many hunter-gatherers sang
 - C. support the idea that the gum did not provide much useful information
 - D. support the idea that the gum did provide useful information

Name: _____

Constructed-Response Question

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

7. What major advances did humans make during the Neolithic period? Use text evidence to support your answer.

Name: _____

“Secrets of the Ancient Gum” Quiz

Directions: Read “Secrets of the Ancient Gum” from the December/January issue of *Scope*. Then answer the questions below.

1. The authors explain that Lola’s gum is “shedding light on many mysteries about humans in the distant past.” What does it mean to shed light on something?
 - A. to make something worse
 - B. to help people understand or explain something
 - C. to finish something, no matter how difficult or unpleasant it is
 - D. to do something poorly in an effort to save time or money
2. The authors write that during the Neolithic period, “life wasn’t exactly glamorous.” They mean that life during Lola’s time was _____.
 - A. not well-known or understood
 - B. challenging
 - C. easy
 - D. calm
3. Information about a new stone tool that helped hunter-gatherers hunt deer would best fit into which section of the article?
 - A. the introduction
 - B. “Secret Clues”
 - C. “Sticky Goo”
 - D. “Exciting Time”
4. What major changes were occurring during Lola’s time? Choose TWO.
 - A. People were transitioning from farming to hunting and gathering.
 - B. New tools were making life safer.
 - C. Indoor plumbing was emerging.
 - D. People were beginning to farm.
5. Consider this sentence: “When Lola’s gum was discovered, it still contained traces of her saliva.”

Which is the definition of *trace* as it is used in this line?

 - A. to follow the footprints, track, or trail of something or someone
 - B. a mark left by something or someone
 - C. a very small amount
 - D. to copy a drawing or pattern
6. What details about Lola’s life couldn’t be uncovered with the help of her gum?
 - A. her age and personal interests
 - B. what she had eaten prior to chewing her gum
 - C. her appearance
 - D. where her ancestors came from

Name: _____

Constructed-Response Question

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

7. How did stone tools change life for early humans? Use text evidence to support your answer.

Name: _____

Double-Entry Journal

Story title: _____

<p>QUOTATION</p> <p>Record lines that jump out at you— lines that feel important, intriguing, moving, puzzling</p>	<p>YOUR THOUGHTS ON THE QUOTATION</p> <p>Record your reactions to these lines— thoughts, questions, connections, predictions</p>

Name: _____

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

Vocabulary

"The Owl"

- 1. avid (A-vihd)** *adjective*; *Avid* means "very interested and enthusiastic," as in "Leah and Jamie are avid fans of the U.S. Women's National Soccer team. They watch every match, collect jerseys, follow the players on social media, and cheer for the team with all their hearts."
- 2. bound (bownd)** *verb*; To bound is to walk or run with leaping, energetic strides; there's joy and excitement in the movement. You might bound down the hallway on the last day of school. You probably wouldn't bound into the dentist's office to get a cavity filled.
- 3. resigned (ri-ZAHYND)** *adjective*; *Resigned* means "accepting that something unpleasant cannot be changed or avoided." *Resigned* is often used in the phrase "resigned to the fact," as in "Tara was resigned to the fact that it was going to rain all day and she couldn't go to the pool, so she decided to bake instead."
- 4. spindly (SPIND-lee)** *adjective*; Something that is spindly is tall or long and very skinny, and often physically weak because of this. The spindly legs of daddy longlegs give the insect the appearance of walking on stilts. You might think twice about sitting on a chair with spindly legs.

Name: _____

Vocabulary Practice

"The Owl"

Directions: Fill in each blank with a form of one of the words from the word bank.

bound

avid

spindly

resigned

1. Ayesha is a(n) _____ reader; she reads at least one book a week.
2. John eventually became _____ to the fact that he wouldn't win the race.
3. The tree's _____ branches swayed in the breeze.
4. The lively dancer _____ across the stage.

Directions: Read the imaginary newspaper headlines below. Then write the first line of the article so that the meaning of the bolded word is clear.

5. "**Bounding** Puppies on the Loose!"

7. "**Spindly** Space Friends Predicted to Be Top Movie of the Year"

6. "**Avid** Toilet Seat Collector Flushes Fortune, Donates Collection to Museum"

8. "Concertgoers **Resigned** to Purchasing Pricey Tickets"

Name: _____

Inference Questions

"The Owl"

1. What inferences can readers draw about the owl in this story and why it appears to the narrator? What makes you say so?

2. The narrator never comes right out and says, "I was sad that my grandfather died." What lines in the story allow you to infer that the narrator was full of grief over their grandfather's death?

3. The narrator says, "Dad's been going on at our neighbors to cut the tree down for years, because it stretches across our yard and blocks out the sunlight, but on that night, I was glad it was there." Why was the narrator glad the sycamore tree was there that night?

4. Why does the narrator set dog food on the windowsill?

Name: _____

Discussion Questions

"The Owl"

1. Readers can infer that the owl in this story is the narrator's grandfather, who has come back to comfort and protect the narrator. However, there is no proof of this. It's possible that it was all a coincidence. What do you think the narrator believes and why do you say so? What do you think?

2. Why might the author of this story, Joseph Elliott, have made the choice to not make it clear whether the owl really was the narrator's grandfather?

Name: _____

Narrative Planner

→ THE SETTING ←

Where and when does the story take place?

→ THE CHARACTERS ←

Who appears in the story?

→ THE CONFLICT ←

What obstacle will stand in the way of your characters' goals? Will they overcome this obstacle? If so, how?

↪ THE PLOT ↪

Jot down ideas about what happens to create an outline or mini summary of the events in your story.

BEGINNING:

MIDDLE:

END:

↪ THEME ↪

What is the “big idea” woven throughout your story (e.g. family, friendship, loss)? What will your story say about that big idea?

CHOICE BOARD

"THE OWL"

Write a sequel in which the narrator sees the owl again. Your sequel could take place weeks, years, or even decades later. Don't tell your readers everything—give them clues so they can draw inferences.

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

Retell the story in the form of a short graphic novel.

Is the owl just an owl—or something more? Answer this question in a well-organized paragraph. Use text evidence.

Record a dramatic reading of the story. Be sure to include music and sound effects to bring the story to life.

The Owl Contest

Write a sequel in which the narrator sees the owl again. Your sequel could take place weeks, years, or even decades later. Don't tell your readers everything—give them clues so they can draw inferences. Send your sequel to The Owl Contest.

Three winners will each get a Scope notebook.

Entries will be judged on:

- ✓ creativity
- ✓ understanding of inference
- ✓ clarity
- ✓ 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 February 19, 2024.

**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: _____

Capitalization

Capital letters are used to mark the beginning of sentences, to distinguish proper nouns from common nouns, and to indicate other words that deserve special attention. Here are some rules to help you use capital letters correctly.

Capitalize the first of every sentence.

Last weekend, we went to see an exhibit about frogs.

Did you know that one tiny poison dart frog can contain enough poison to kill 10 adults?

Capitalize the first word of a direct quotation.

Stacy asked, "When are we leaving for vacation?"

"You know I don't like mushrooms," said Ethan.

Capitalize proper nouns. A proper noun refers to a *specific* person, place, or thing.

I would love to travel to New Zealand and Australia.

You will read about Anne Frunk when you study World War II.

The Colorado River is known for its dramatic canyons.

Capitalize titles and positions.

I sent a birthday card to Mrs. Shaw.

Please give this envelope to Judge Anderson.

Lucy says that Dr. Becker called.

Capitalize a title when it is used instead of a name.

"Please ask Dad to call me after he drops you off," said my mom.

My grandmother just celebrated her 90th birthday. Go, Grandma!

"Nice to see you again, Captain," said Roger.

Capitalize months, days, and holidays.

I was born on August 8, 1985.

I'll see you on Thursday.

Happy Valentine's Day!

Capitalize "Earth" when it refers to the name of our planet. When "earth" is used to refer to soil, dirt, or the ground, it is not capitalized.

Earth revolves around the Sun.

The earth was moist after the rain.

Capitalize the first, last, and principal words in titles of works. For words that are not in one of those three categories, do not capitalize articles (*a, an, the*), conjunctions (*and, but, or*), or prepositions (*in, on, under*). Do capitalize the first word after a colon.

Book: *The Hunger Games: Catching Fire*

Podcast: *The Unexplainable Disappearance of Mars Patel*

Song: "Love Story"

Poem: "Over the Weather"

Movie: *Spider-Man: Into the Spider Verse*

This rule may vary slightly depending on the style guide you are following, but these are general guidelines for capitalizing titles of works in English writing.

Capitalize the names of institutions (companies, brands, agencies, organizations, etc.).

Smithsonian Institution

World Health Organization

American Red Cross

Capitalize all letters in acronyms and initialisms.

NASA (National Aeronautics and Space Administration)

FBI (Federal Bureau of Investigation)

USA (United States of America)

Name: _____

Write Like a Pro Challenge

Read "Saving the Night Sky." Then take the challenge below.

Now take what you've learned about capitalization and apply it to your own writing. Imagine that you are a music critic and write a review of an album of your choice. (The album can be real or fictitious, from the past, present, or future.) Your review should include:

- the album's title and the artist's name and place of birth
- the name of the record company and the date of the album's release
- a quotation (from the artist, one of the songs, another critic, fans—you decide)
- your opinion: Should it win a Grammy?

Name: _____

Infographic Planner

Directions: Read "The Sticky Story of Gum." Then use this planner to help you respond to the prompt that appears at the end of the infographic.

The prompt at the end of the infographic says:

Using "The Sticky Story of Gum" as a model, make an infographic titled "The Story of Chocolate." Present your infographic on a poster or with a digital tool such as Canva.

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

Before you start your research, think about the questions that might have guided the author's research in the infographic "The Sticky Story of Gum."

Make a list of questions that "The Sticky Story of Gum" answers. We got you started. Keep going!

- *How long have people been chewing gum?*

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

My chocolate research questions:

Now it's time to start looking for answers!

Make sure you're using trustworthy resources, such as online encyclopedias, well-known newspapers and magazines, public library websites, and government websites. Here are some links that can help you get started on your research path:

TED-Ed Video: "The History of Chocolate"

<https://www.youtube.com/watch?v=ibjUpk9lagk>

Newsletter from the National Institutes of Health: "Chocolate Health Claims: Sweet Truth or Bitter Reality?"

<https://newsinhealth.nih.gov/2021/02/chocolate-health-claims>

Smithsonian Magazine Article and Video: "A Brief History of Chocolate"

<https://www.smithsonianmag.com/arts-culture/a-brief-history-of-chocolate-21860917/>

Podcast: "The History of Chocolate"

<https://podcasts.apple.com/us/podcast/the-history-of-chocolate/id1155392992?i=1000433838627>

Britannica Entry: Chocolate

<https://www.britannica.com/topic/chocolate>

A Timeline:

<https://foodtimeline.org>

Record information you want to use in your infographic on the next page or in your own document. Be sure to keep track of your sources. (TIP: It can be helpful to organize your notes by category or by the headings the information in your infographic might fall under. For example, in your notes, you could list any statistics you might use under the heading "By the Numbers.")

Information I want to use in my infographic:

Infographic Tips!

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

Gum Contest

Using “The Sticky Story of Gum” as a model, make an infographic titled “The Story of Chocolate.” Present your infographic on a poster or with a digital tool such as Canva. Send your infographic to Gum Contest.

Three winners will each get a Scope notebook.

Entries will be judged on:

- ✓ creativity
- ✓ clarity
- ✓ 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 February 19, 2024.

**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.*