

Name: _____

IMPLY OR INFER?

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

IMPLY

Imply means to express indirectly, to hint, to indicate.

*"What is that supposed to mean?" asked Logan. "Are you **implying** that I cheated?"*

*The puzzled look on Lisa's face **implied** that she wasn't expecting me.*

INFER

Infer means to come to a conclusion based on the evidence presented, to guess, to surmise.

*"I **infer** from that remark that you think I cheated," said Logan.*

*I **inferred** from the puzzled look on Lisa's face that she wasn't expecting me.*

Directions: Fill in each blank below with a form of *imply* or *infer*.

1. Christina winked, _____ that she was in on the joke.
2. Simone looked out the window and saw that most people were wearing short sleeves. She _____ that it was warm outside.
3. Jorge _____ from Elise's bored expression that she was not enjoying the movie.
4. The cliffhanger at the end of the movie _____ that there would be a sequel.
5. I _____ from Tim's text—"Call me the second you read this!"—that he had big news.

Directions: Write one sentence using *imply* and one sentence using *infer*.

7. _____

8. _____

NAME THAT BRAND!

THE STRANGE, FUNNY, AND TOTALLY TRUE STORIES OF HOW YOUR FAVORITE
BRANDS GOT THEIR NAMES

Directions: Click on each green drop-down menu to choose the correct word.

Nike Triumphs

Ever wonder how a brand gets its name? Sometimes a name is meant to **imply/infer** a trait or feeling. Take Nike, which is named after the ancient Greek goddess of victory. Employee Jeff Johnson came up with the name in 1971. He thought it **implied/inferred** triumph—perfect for a brand of sneakers worn by athletes around the world.

Amazon Goes Big

The name Amazon was chosen for what it **implies/infers** about the brand: size. Amazon's name comes from the Amazon River in South America, one of the largest rivers in the world.

Originally, founder Jeff Bezos called the company Cadabra—a play on the magic word *abracadabra*. But he reconsidered this after a few people misheard *cadabra* as *cadaver*. (A cadaver is a dead body.) He didn't want customers to **imply/infer** that the company sold corpses.

Gatorade Beats the Heat

In the summer of 1965, the players on the University of Florida's football team, the Florida Gators, were struggling with the extreme heat. So the assistant coach asked a team of scientists for help. A few months later, the scientists had invented Gatorade, the now famous sports drink. As you may have **implied/inferred**, the name Gatorade is a nod to the football team.

CHOICE BOARD

"SPY OF THE AMERICAN REVOLUTION"

Imagine that James Lafayette kept a secret diary about his activities as a spy. Write one of the diary entries. Be sure to give it a date.

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

Imagine you are a journalist reporting on General Cornwallis's surrender at Yorktown. Write a news article that captures the drama and significance of this historic moment.

Your legacy is how you are remembered and the contributions you make during your life. What is James Lafayette's legacy?

Imagine that the U.S. Postal Service wants ideas for people to feature on a new series of stamps. Write an essay explaining why it should choose James Lafayette.

Spy of the Revolution Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the November 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Imagine that James Lafayette kept a secret diary about his activities as a spy. Write one of the diary entries. Be sure to give it a date. Entries must be submitted to **Spy of the Revolution contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *The Notorious Benedict Arnold* by Steve Sheinkin.

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

Entries will be judged on:

- ✓ use of key ideas and details
 - ✓ clarity
 - ✓ creativity

ENTRIES MUST BE RECEIVED BY December 23, 2024.

Discussion Questions

“Spy of the American Revolution”

- 1.** How did James convince the British to trust him? (key ideas and details)
- 2.** In the section “Joining the Fight,” author Steve Sheinkin explains why the Americans were dangerously close to losing the war. Why is this information important? (text structure)
- 3.** What information from the article does the map “Siege of Yorktown” help illustrate? (text features)

6. Why is it important to remember stories from the past like this one? (critical thinking)

Name: _____

Featured Skill: Key Ideas and Details

Directions: Read “Spy of the American Revolution.” Then use this guide to help you respond to the prompt that appears at the end of the article.

The prompt at the end of the article says:

Imagine that James Lafayette kept a secret diary about his activities as a spy. Write one of the diary entries. Be sure to give it a date.

1. DIARY ENTRY BRAINSTORM

Choose a date for your diary entry, then think about what was going on for James at that point. Where was he? What were his surroundings like? What challenges was he facing? Jot down notes below.

BRAINSTORM continued

How do you think James would have felt about what was going on? What ideas might he have had about the future of America? Jot down your ideas below.

Anything else you might want James to mention in his diary entry? Jot down your ideas.

Name: _____

“Spy of the American Revolution” Quiz

Directions: Read “Spy of the American Revolution” from the November issue of *Scope*. Then answer the questions below.

1. **Consider the last line of the introduction:** “It was a decision they would come to regret.” The author is using _____ to _____.
 - A. symbolism; uncover a deeper meaning
 - B. irony; show a contrast in expectation vs. reality
 - C. foreshadowing; hint at the events to come
 - D. humor; bring lightness to a serious topic
2. **How did James Lafayette help America win the war? Choose TWO.**
 - A. He spied on the British and shared their strategies with the Americans.
 - B. He pretended to spy on the Americans and fed the British false information.
 - C. He fought on the front lines in George Washington’s army.
 - D. He devised a plan to trick the British by building bread ovens.
3. **The main purpose of the sidebar “Roots of Revolution” is to _____.**
 - A. show that although the 13 Colonies were intended for those seeking freedom, freedom was not offered to everyone
 - B. analyze the effects the war had on Great Britain
 - C. explain the factors that caused the American Colonies to fight for independence
 - D. explain the British perspective on the war
4. **Details about General Cornwallis surrendering would best fit into which section?**
 - A. “Joining the Fight”
 - B. “The Making of a Spy”
 - C. “The Double Agent”
 - D. “A Trick and a Race”
5. **How did things change for James in the summer of 1781?**
 - A. The Armistead family granted his freedom.
 - B. He was freed by a law passed by the Virginia Assembly.
 - C. He began working as a double agent.
 - D. James learned to read and write English and French.
6. **Which statement from the article speaks to the relationship between James and the Marquis de Lafayette?**
 - A. “Then you have been playing me a trick all this time.”
 - B. “He . . . appears to me entitled to every reward his situation can admit of.”
 - C. “He simply out-spied us.”
 - D. “American heroes of the Revolution look like all of us.”

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

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Name: _____

“Spy of the American Revolution” Quiz

Directions: Read “Spy of the American Revolution” from the November issue of *Scope*. Then answer the questions below.

1. Consider the last line of the introduction: “It was a decision they would come to regret.” The author is using foreshadowing to _____.
 - A. uncover a deeper meaning
 - B. show a contrast in expectation vs. reality
 - C. hint at events to come
 - D. help lighten the mood for readers
2. James Lafayette helped America win the war by _____.
 - A. working as a double agent to spy on the British and share their strategies with the Americans
 - B. fighting on the front lines in George Washington’s army
 - C. coming up with a plan to trick the British through the use of bread ovens
 - D. working with the Marquis de Lafayette to defend Virginia from British invasion
3. The main purpose of the sidebar “Roots of Revolution” is to explain the _____.
 - A. lack of freedom the Colonies offered to Black people
 - B. effects the war had on Great Britain
 - C. factors that caused the war
 - D. British perspective on the war
4. Details about General Cornwallis surrendering would best fit into which section?
 - A. “Joining the Fight”
 - B. “The Making of a Spy”
 - C. “The Double Agent”
 - D. “A Trick and a Race”
5. How did things change for James in the summer of 1781?
 - A. He married a woman named Sylvia and had a child with her.
 - B. He was freed by a law passed by the Virginia Assembly.
 - C. He began working as a double agent.
 - D. James learned to read and write English and French.
6. Which detail from the article supports the idea that the Americans were dangerously close to losing the war?
 - A. “But the United States would come to exist only if the Americans won the war.”
 - B. “The Continental Army didn’t have enough money to pay its soldiers.”
 - C. “Risking his life yet again, James slipped unnoticed out of the British camp.”
 - D. “The plan would work only if the British didn’t see the danger coming.”

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 "Spy of the American Revolution." (You do not need to respond in complete sentences.)

| | |
|---|--|
| 1. Who is the article mostly about? | 2. What was happening in the world at the time this story takes place? |
| 3. What significant event does the article describe? | 4. What were the immediate effects of this event? |
| 5. What happened after the event was over? How was the subject(s) affected? | 6. Are there any other important details you haven't mentioned? Write them here. |

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 “Spy of the American Revolution”

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 "Spy of the American Revolution."

Author Steve Sheinkin's narrative nonfiction article "Spy of the American

Revolution" tells the story of James Lafayette, who _____

and helped America _____.

In the spring of 1781, James met _____

and offered to _____.

Working as a servant or waiter, James gained the trust of British commanders,

including General Cornwallis, and passed the information he overheard to the

Americans. That summer, James gathered an extremely important piece of intelligence: _____.

Armed with this information, General Washington came up with a plan. He

tricked the British into thinking the Americans were staying in New York. In

reality, they _____.

There, French and American troops surrounded British forces. Cornwallis was

forced to surrender, and America _____.

James, however, was not free. It was not until 1787, after he submitted a petition

to the Virginia government and the Marquis de Lafayette _____

_____, that James, a spy and hero of the

Revolution, was granted his freedom.

What role did James play in the American Revolution?

Who did James meet in 1781? What was this person's job?

What did James volunteer to do for America?

What did James learn about Cornwallis and his forces?

Where did Washington and his troops actually go?

What ultimately happened after Cornwallis surrendered?

How did the Marquis de Lafayette help James achieve his freedom?

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 "Spy of the American Revolution."

1. Consider the illustration on pages 4-5, as well as the headline. What mood do these text features evoke?

2. Read the caption titled "Roots of Revolution." Summarize why the American Revolution started.

3. Consider the map titled "Siege of Yorktown." What does it show?

4. Read the sidebar "Secret Spycraft." Why might the author have included it?

Video Discussion Questions

Bringing History to Life:

James Lafayette: Hero of the American Revolution

- 1.** According to the video, what does a historical interpreter do?
- 2.** Stephen Seals says that “primary sources are incredibly important” to his work. Based on information in the video, what is a primary source?
- 3.** Seals says that James’s story is “everyone’s story.” What do you think he means by that?

Name: _____

Vocabulary

"Spy of the American Revolution"

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

- 1. devise (dih-VAHYZ)** *verb*; To devise something is to plan it or come up with ideas about how it should go. You might work with your mom to devise a plan for starting an after-school club. Or you might devise a plan to get your brother to do your chores for the week.
- 2. intelligence (ihn-TEH-luh-juhnts)** *noun*; In the article, the word *intelligence* is used to mean "information or news." When *intelligence* is used this way, it often refers to information about an enemy. Intelligence shared with the United States Armed Forces would likely relate to threats to the U.S.

Intelligence can also refer to the quality or characteristic of being smart and able to learn and solve problems. You go to school to further develop your intelligence.
- 3. petition (puh-TIH-shun)** *noun*; A petition is a written request signed by many people. Community members might sign a petition to try to save a historic landmark. Fans might sign an online petition asking a band to visit their city on the next leg of its tour.
- 4. rogue (rohg)** *adjective or noun*; A rogue elephant is an aggressive and unpredictable elephant that separates from its herd and roams alone. As an adjective, rogue can be used to describe anyone or anything that resembles a rogue elephant because it is isolated, dangerous, and unpredictable. A rogue wave, for example, is an unpredictable and dangerous wave that's bigger than the waves around it.

As a noun, *rogue* refers to a scoundrel—a dishonest or untrustworthy person. A rogue might commit fairly harmless mischief or they might commit more serious crimes.
- 5. tribute (TRIH-byoot)** *noun*; A tribute is something you say, give, or do to show respect and admiration for someone or something. An actor might pay tribute to a teacher who inspired him by thanking the teacher in a speech. Mother's Day is a day when people around the country pay tribute to their mothers.

Name: _____

Vocabulary Practice

"Spy of the American Revolution"

Directions: Respond to the prompts below.

1. Who is someone you would like to pay tribute to, and why?
2. What might you be willing to sign a petition for?
3. Describe a time you devised a plan.

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

4. "Coach Described as a 'Likeable **Rogue**' Retires"
5. "**Intelligence** Recovered from Spy's Phone"
6. "A **Tribute** to a Local Olympic Athlete"

CHOICE BOARD

"ANCIENT. ADORED. ENDANGERED."

AND "ALL ABOUT AXOLOTLS"

Axolotls have been described as being both everywhere and nowhere. Write a well-organized paragraph explaining what this means. Use information from both texts to support your answer.

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

Create a conservation campaign to raise awareness about the problems facing axolotls. The campaign can be a series of social media posts or a short video. Be sure to include information about axolotls' historical background and their cultural relevance, and provide suggestions on how people can help protect them.

Design a new axolotl mascot for your club, team, or school. Create an image of the new mascot and write a short essay explaining why the axolotl would make a good mascot.

Write a short letter to a friend or family member explaining why they should participate in the "Adopt an Axolotl" program.

Name: _____

Discussion Questions

“Ancient. Adored. Endangered.” and “All About Axolotls”

“Ancient. Adored. Endangered.”

1. How has Mexico City changed over time? How have these changes affected axolotls? (cause and effect)

2. Mexico City and the ancient city of Tenochtitlán had similar problems—both needed to find a way to feed a growing population. How did each city solve this problem? Which city came up with a better solution? (compare and contrast)

3. How are people trying to help restore the wild axolotl population? (problem and solution)

4. What does the sidebar “The Valley of Mexico: Then & Now” add to the article? (text features)

“All About Axolotls”

1. Why are so many different groups of people fascinated with axolotls? Refer to both the article and infographic to support your response. (key ideas and details)

2. How is the popularity of axolotls helping the species? (critical thinking)

- 3.** Many people believe wild animals should not be kept as pets, but roughly 1 million axolotls live in labs and home aquariums. Is it ethical to keep so many axolotls in captivity? (critical thinking)

Name: _____

Featured Skill: Synthesis

Directions: Read "Ancient. Adored. Endangered." and "All About Axolotls." 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:

Axolotls have been described as being both everywhere and nowhere.
Write a well-organized paragraph explaining what this means.
Use information from both texts to support your answer.

1. Use bullet points to record information from the article and the infographic that supports the idea that axolotls are "everywhere."

| Article | Infographic |
|---------|---|
| | <ul style="list-style-type: none">"Fortnite, Pokémon, and Minecraft all have axolotl characters." |

2. Use bullet points to record information from the article and the infographic that supports the idea that axolotls are “nowhere.”

| Article | Infographic |
|--|-------------|
| <ul style="list-style-type: none">“Today axolotls are critically endangered, according to the International Union for Conservation of Nature.” | |

3. Write the paragraph using the guides below. We got you started.
(Use the back of this page for more space!)

| | |
|--|--|
| <p>Topic Sentence <i>Express the main idea of the paragraph.</i></p> <p>Provide your evidence that axolotls are “everywhere.”</p> <p>Provide your evidence that axolotls are “nowhere.”</p> <p>Concluding Sentence <i>Restate the topic sentence in different words.</i></p> | <p><i>Axolotls have been described as being both “everywhere and nowhere” because even though axolotls are popular and beloved creatures . . .</i></p> |
|--|--|

Name: _____

Paired Texts Quiz

Directions: Read “Ancient. Adored. Endangered.” and “All About Axolotls” from the November issue of *Scope*. Then answer the questions below.

1. Axolotl populations are critically endangered because of _____, according to the article “Ancient. Adored. Endangered.”
Choose **THREE**.
 - A. pollution
 - B. habitat loss
 - C. invasive species
 - D. overfishing
2. Which section of the article “Ancient. Adored. Endangered.” can best be described as amusing and playful?
 - A. the introduction
 - B. “A Polluted Maze”
 - C. “An Ambitious Plan”
 - D. “Axolotl Sanctuaries”
3. Which of the following pieces of text evidence supports the idea that there is hope for restoring the wild axolotl population?
 - A. “Nobody knows exactly how many are left in the wild—estimates range from 50 to 1,000.”
 - B. “Today many Mexicans celebrate the accomplishments and culture of their Indigenous ancestors.”
 - C. “And like the gleaming palaces and towering pyramids, the chinampas system of farming has gradually disappeared.”
 - D. “Months later, all but one were still thriving.”
4. Which text features best support the idea that axolotls are beloved creatures? Choose **TWO**.
 - A. “A Mexican Icon”
 - B. “The Valley of Mexico: Then & Now”
 - C. “An Ancient Solution”
 - D. “Adopt an Axolotl”
5. In the section “A Polluted Maze,” what is the meaning of *dire* in the following sentence? “It wasn’t until the early 2000s, however, that it became clear just how dire the situation was.”
 - A. extremely shocking
 - B. desperately urgent
 - C. depressingly hopeless
 - D. horribly wrong
6. Which ideas are supported in both “Ancient. Adored. Endangered.” and “All About Axolotls”? Choose **TWO**.
 - A. Chinampas are key to restoring the axolotl population.
 - B. Axolotls are popular on social media.
 - C. Axolotls are an important part of Mexican culture.
 - D. Axolotls should not be kept as pets.

Constructed-Response Questions

7. Study the photos and illustrations of axolotls that appear throughout the article and the infographic. Compare and contrast the appearance of real axolotls with how they are portrayed in the Mexico City parade and in video games.
8. Summarize what you learned about axolotls. List any questions you still have about them. Use information from both articles in your response.

Name: _____

Paired Texts Quiz

Directions: Read “Ancient. Adored. Endangered.” and “All About Axolotls” from the November issue of *Scope*. Then answer the questions below.

1. Axolotls are being hurt by _____, according to the article “Ancient. Adored. Endangered.” _____. Choose TWO.
 - A. pollution
 - B. habitat loss
 - C. social media
 - D. overfishing
2. Which word best describes the mood of the section “A Polluted Maze”?
 - A. urgent
 - B. suspenseful
 - C. hopeful
 - D. amusing
3. Which of the following pieces of text evidence supports the idea that there is hope for the wild axolotl population?
 - A. “Nobody knows exactly how many are left in the wild—estimates range from 50 to 1,000.”
 - B. “Today many Mexicans celebrate the accomplishments and culture of their Indigenous ancestors.”
 - C. “And like the gleaming palaces and towering pyramids, the chinampas system of farming has gradually disappeared.”
 - D. “Months later, all but one were still thriving.”
4. The sidebar “Adopt an Axolotl” supports the idea that axolotls are _____.
 - A. wildly popular
 - B. a medical mystery
 - C. thriving in the wild
 - D. good pets
5. In the section “A Polluted Maze,” what is the meaning of *dire* in the following sentence? “It wasn’t until the early 2000s, however, that it became clear just how dire the situation was.”
 - A. shocking
 - B. urgent
 - C. hopeless
 - D. wrong
6. Which ideas are supported in both “Ancient. Adored. Endangered.” and “All About Axolotls”? Choose TWO.
 - A. Chinampas are key to restoring the axolotl population.
 - B. Axolotls are popular on social media.
 - C. Axolotls are an important part of Mexican culture.
 - D. Axolotls should not be kept as pets.

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

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Name: _____

Exploring Text Structure

Directions: Read “Ancient. Adored. Endangered.” and “All About Axolotls.” Then use the graphic organizers in this activity to organize information from the article and infographic.

CAUSE AND EFFECT

Fill in the cause/effect chart below.

Cause

Cause

Cause

Effect

Axolotls are on the
verge of extinction in
the wild.

PROBLEM AND SOLUTION

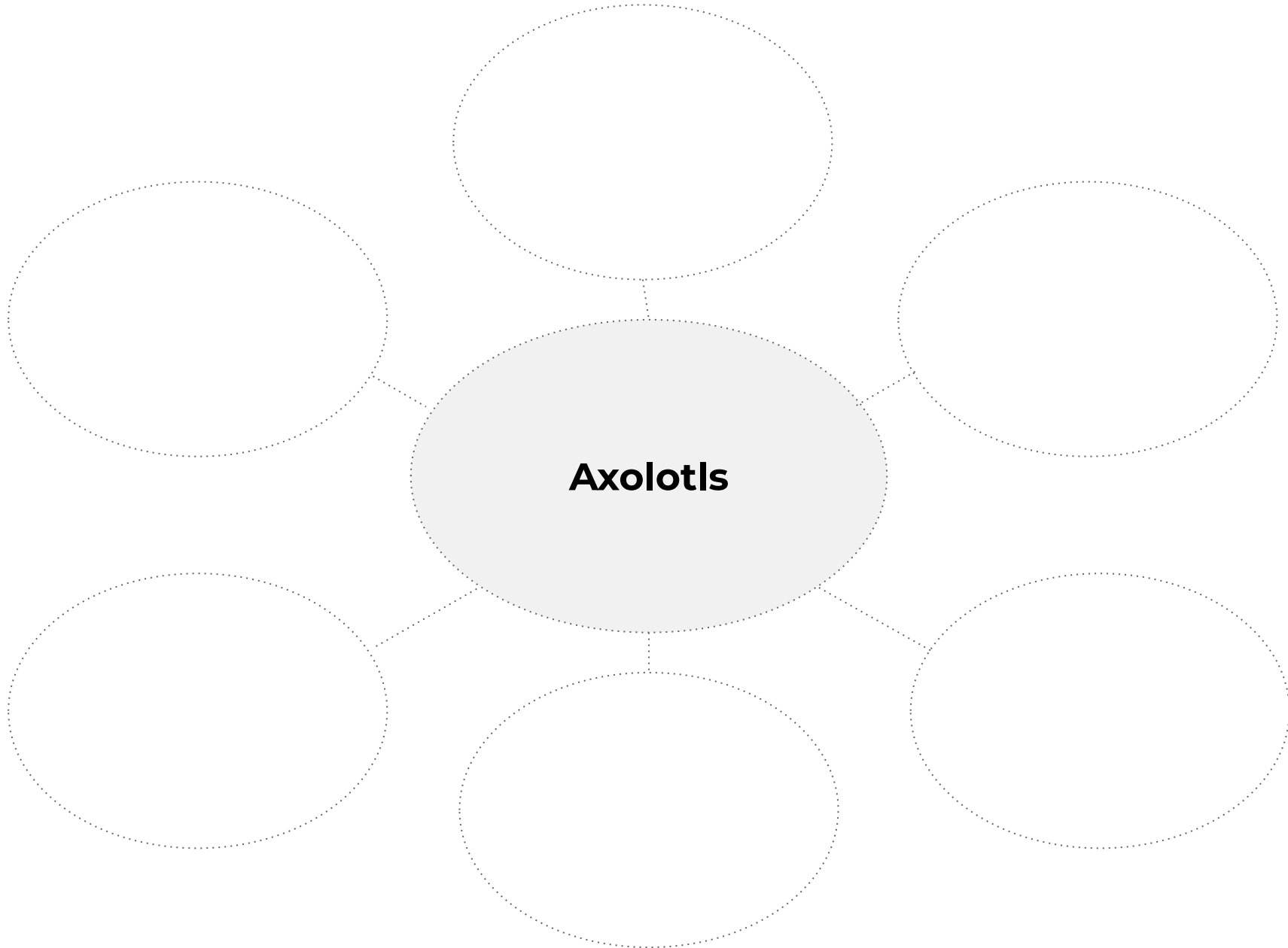
Fill in one problem and one solution to that problem described in the article.

Problem

Solution

DESCRIPTION

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



Name: _____

Exploring Text Structure

Directions: Read "Ancient. Adored. Endangered." and "All About Axolotls." Then use the graphic organizers in this activity to organize information from the article and infographic.

CAUSE AND EFFECT

Fill in the cause/effect chart below.

Cause

The lakes in Mexico City have been drained and filled in to make room for buildings, roads, and houses.

Cause

The remaining canals that crisscross Lake Xochimilco are polluted with chemicals from pesticides.

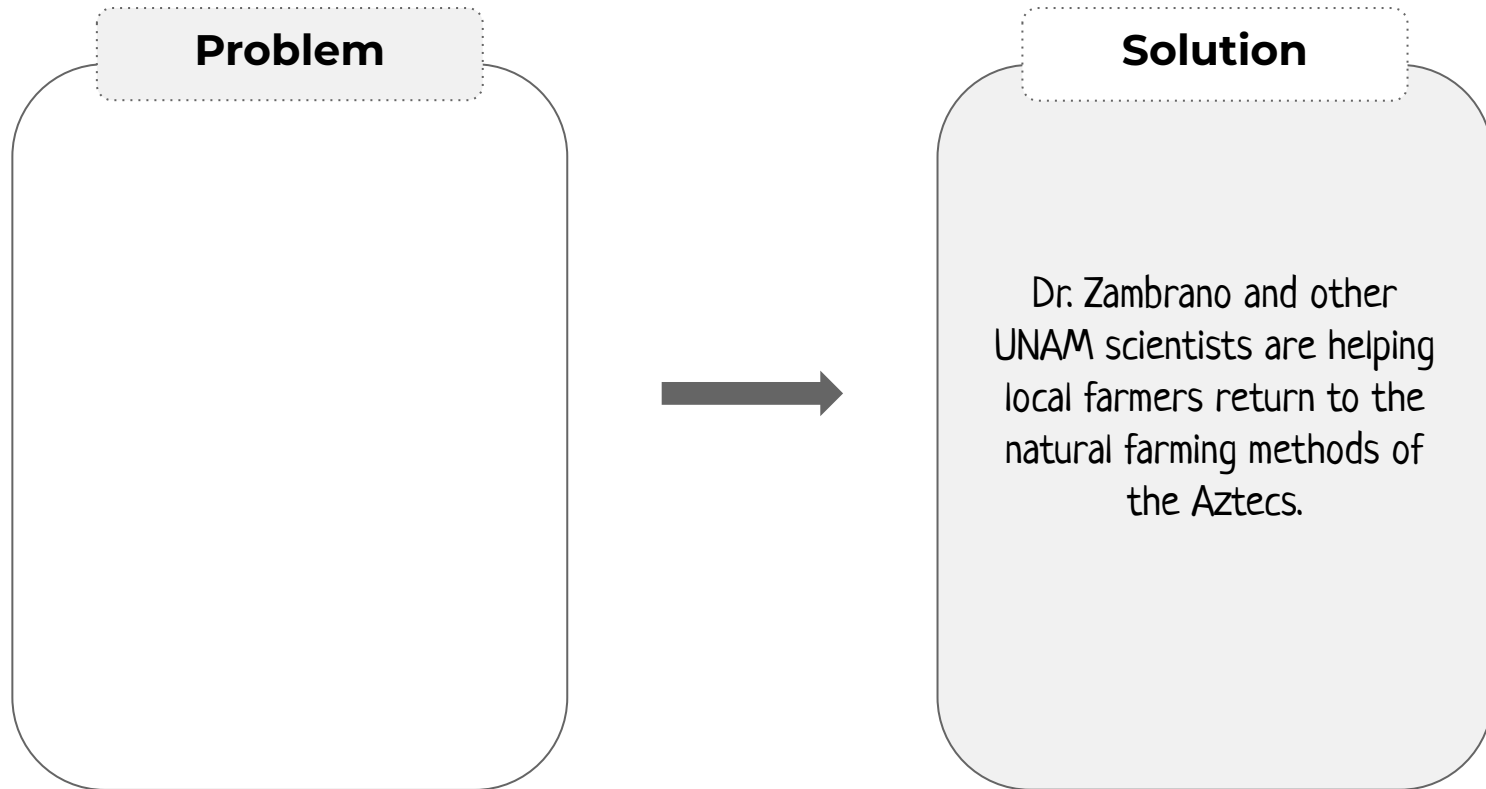
Cause

The Mexican government released carp and tilapia into Lake Xochimilco to provide food for locals. The carp and tilapia damaged the ecology of the lake by preying on axolotls and other creatures.

Effect

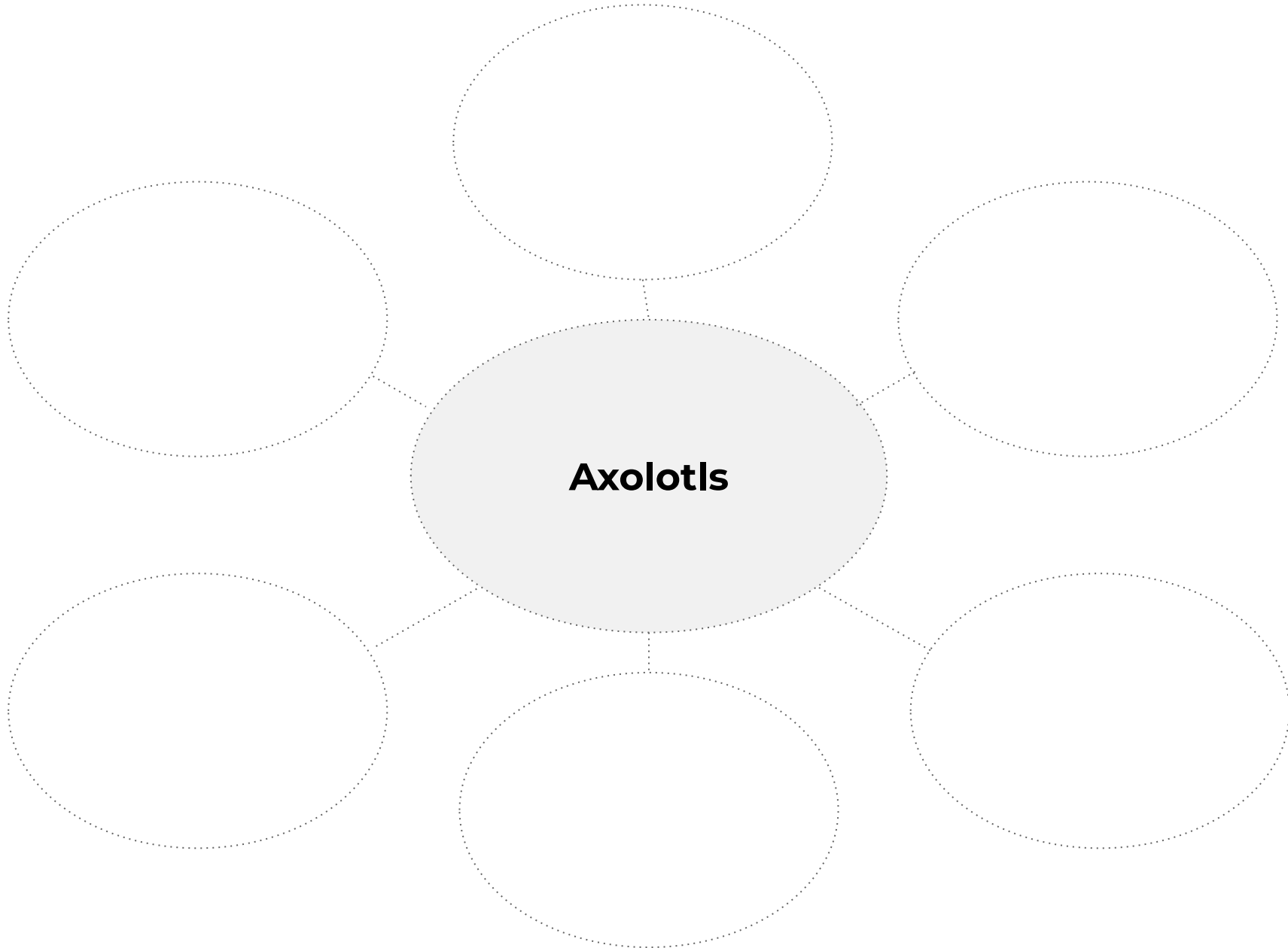
PROBLEM AND SOLUTION

Fill in the problem/solution chart below.



DESCRIPTION

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



Name: _____

Video Discussion Questions

"Mexico City and Its Ancient Salamanders"

1. According to the video, what threats are axolotl populations currently facing in Mexico City?

2. In the article "Ancient. Adored. Endangered.," author Lauren Tarshis includes a quote from Dr. Luis Zambrano: "In order to conserve a species, we have to conserve the habitat in which that species evolved." According to the video, how are Zambrano and his team working to conserve the axolotls' habitat?

Name: _____

Vocabulary

"Ancient. Adored. Endangered." and "All About Axolotls"

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

- 1. conserve (kuhn-SERV)** *verb*; To conserve something is to keep it safe or protect it from being lost or wasted. You can conserve water by turning it off when not in use. Conservationists work to conserve, or protect, endangered plant and animal species.
- 2. ecology (ih-KAH-luh-jee)** *noun*; Ecology is the study of how living things and their environment interact. It considers how different plant and animal species affect each other and work together in their surroundings.
- 3. habitat (HA-buh-tat)** *noun*; A habitat is the natural home or environment of a plant or an animal. For example, a polar bear's habitat is the Arctic. Coral reefs serve as a habitat for many sea creatures.
- 4. indigenous (in-DI-juh-nuhs)** *adjective*; Someone or something that's indigenous to a place is native to that place. This means they are naturally from that place instead of having moved there. For example, Native Americans are indigenous to North America.
- 5. invasive (in-VAY-siv)** *adjective*; Something that is invasive goes or spreads where it is not wanted. An invasive thought is a thought that makes its way into your mind even though you don't want it there.

An invasive species is a plant or animal species that moves into an area where it doesn't belong—that is, to an area it's not originally from—and causes harm. An invasive species may cause environmental or economic harm, or it may pose a threat to human health.

- 6. pesticide (PE-stuh-side)** *noun*; A pesticide is a substance, often containing chemicals, that is used to kill pests such as insects or rodents.

Name: _____

Vocabulary Practice

"Ancient. Adored. Endangered." and "All About Axolotls"

Directions: Rewrite each sentence using a form of the words found below.

conserve ecology habitat indigenous invasive pesticide

1. Scientists raced against the clock to control the destructive non-native species.
2. We turned the lights off when we left the room to save energy.
3. The community workers planted crops that were native to the region.
4. Studying how living things and the world interact helps people see the importance of each plant and animal species.
5. The farmers tried to limit their use of bug-killing chemicals to grow healthier food for people to eat.
6. A deer's home is in the forest, where it has the things it needs to survive.

Name: _____

Write an Argument Essay

Directions: Read "Are Pro Athletes Overpaid?"
Then follow the steps below.

STEP 1: DECIDE WHAT YOU THINK

Are professional athletes overpaid?

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

☐

Yes!

☐

No!

☐

STEP 2: GATHER SUPPORT FOR YOUR OPINION

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

Here's an example: If you think professional athletes are not overpaid, one of your supporting details might be that elite athletes usually only play for three to six years, so they have a limited amount of time to earn money.

1.

2.

3.

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think professional athletes ARE overpaid, summarize the strongest arguments in favor of athletes' high salaries that the author presents in the article. If you think professional athletes ARE NOT overpaid, summarize the strongest arguments against athletes' high salaries.

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): Are you a fan of a particular professional athlete? Find out how much he or she gets paid. Do you think the salary is justified?

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: "First responders and medical professionals save lives every day, yet many pro athletes are paid hundreds of times more. Isn't that _____?"

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

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

STEP 6: SUMMARIZE THE ISSUE

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

Top professional athletes earn hundreds of millions of dollars. Some people think these salaries are justified. 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 professional athletes are overpaid. (See Scope's handout "Essay Kit: Transitions" for some ways to link your ideas.)



Write your summary of the issue from Step 6.



Finish with your thesis from Step 4.

2**BODY PARAGRAPH(S)**

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

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

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

3**ACKNOWLEDGE THE OTHER SIDE**

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

Use what you wrote in Step 3.

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

4**CONCLUSION**

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

Finish with a strong final sentence.

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

5**READ AND REVISE**

**Use Scope's "Evaluating Arguments Checklist" to evaluate and edit what you
have written.**

Name: _____

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

Vocabulary

"Are Pro Athletes Overpaid?"

- 1. chronic (KRAN-nik)** *adjective*; Something that is chronic lasts a long time or happens again and again. A chronic illness is one that affects a person on a regular basis. A chronic habit, like biting your nails, is something you keep doing that is hard to stop.
- 2. defy (dih-FYE)** *verb*; To defy is to challenge or go against. Young children might be tempted to defy their parents' rule of no dessert before dinner. An underdog team could defy the odds, or chances, by unexpectedly winning the championship. A person might do something that defies common sense, like staying up all night right before an important exam.
- 3. exorbitant (ig-ZOR-buh-tuhnt)** *adjective*; Something exorbitant is over-the-top or in an amount that is more than reasonable. If a new phone costs an exorbitant amount of money, this means it is very expensive. If a friend spends an exorbitant amount of time talking about their favorite band, you might have a hard time talking to them about anything else.
- 4. lucrative (LOO-kruh-tiv)** *adjective*; Something lucrative is profitable; it produces money or wealth. A lucrative business is one that produces a lot of money. Mowing lawns in your neighborhood could be a lucrative summer job.

Name: _____

Vocabulary Practice

"Are Pro Athletes Overpaid?"

Directions: Circle the best answer to each question.

1. Which is chronic?

- a. a headache that happens once or twice a year
- b. a backache that does not go away

2. Which seems to defy gravity?

- a. a baseball falling to the ground
- b. a baseball soaring through the air

3. Which would more likely be highly lucrative?

- a. a neighborhood lemonade stand
- b. a popular smartphone app

4. Which would more likely cost an exorbitant amount of money?

- a. staying at a fancy hotel while on vacation
- b. staying with family friends while on vacation

CHOICE BOARD

"TO THE TOP"

Retell the story from Rose's perspective, in first-person point of view. Be sure to give readers a direct line to Rose's thoughts, feelings, and experiences.

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

Imagine Rose and Jillian sit together at lunch the day after their experience on the roller coaster. What might they say to each other? Write their conversation.

Write a diary entry from the perspective of Jillian or Rose. Describe what happened on the roller coaster and how it made you feel.

Write a poem about the roller coaster ride from Jillian's perspective.

Name: _____

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

Vocabulary

"To the Top"

1. **cacophony (ka-KAH-fuh-nee)** *noun*; A cacophony is a loud combination of sounds. Cacophonies are chaotic with multiple sounds conflicting with one another. The word *cacophony* is often followed by the word *of*, as in "the cacophony of screeching animals in a zoo," or "the cacophony of young kids trying out instruments in a music class."

2. **dread (dred)** *noun or verb*; As it is used in the story, *dread* is a noun. Dread is a feeling of concern or uneasiness about what is to come. You might feel a sense of dread when in a disagreement with a friend, or if you get called to the school office unexpectedly.

As a verb, *dread* means "to fear for the future." You might dread a trip to the dentist to get a cavity filled or telling your best friend you cannot go to her birthday party.

3. **plummet (PLUH-muht)** *noun or verb*; As it is used in the story, *plummet* is a noun meaning "a sudden drop or fall."

As a verb, *plummet* means "to fall quickly and abruptly." A synonym of *plummet* is *plunge*. During hailstorms, small balls of ice plummet to the ground. People plummet when they bungee jump.

Name: _____

Vocabulary Practice

"To the Top"

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

cacophony

dread

plummet

1. When the main character of the spooky story entered the abandoned house, I was filled with _____.
2. The _____ of honking geese flying across the sky distracted me from my reading.
3. The skydiver fearlessly prepared for her _____ from the airplane.

Discussion Questions

“To the Top”

1. After the first five paragraphs of the story, the author interrupts the plot to include three paragraphs that are not about being stuck on the roller coaster. What happens in these paragraphs? Why might the author include them? (point of view, author's purpose)
2. What changes occur in Rose and Jillian as they sit and talk in the darkness? How do you know? (character)
3. What does Rose help Jillian realize about herself? (character)

Name: _____

Featured Skill:

First-Person Point of View

Directions: After reading "To the Top," use this guide to help you retell the story from Rose's point of view.

The prompt at the end of the story says:

Retell the story from Rose's perspective, in first-person point of view. Be sure to give readers a direct line to Rose's thoughts, feelings, and experiences.

What is first-person point of view?

In a story written in first-person point of view, the narrator is a character in the story, telling the story from their own point of view. In other words, the story is told from the "I" perspective, as in "I was confused." (The narrator might also use the pronoun "we" to tell about something they did as part of a group, as in "We arrived early.")

First-person point of view gives the reader a direct line to the narrator's thoughts, feelings, and experiences. Here are some examples from "To the Top" in which Jillian directly tells the reader about her thoughts, feelings, and experiences:

"But my relief soon melted into dread."

**"It's not that I don't like my classmates or how noisy they are.
It's just that I get tired."**

"I didn't know she knew that about me."

Prepare to write: Think about Rose's perspective.

Before you start to write your story, take some time to think about Rose’s perspective—what she thought and how she felt about the events in “To the Top” and how her perspective might be different from Jillian’s.

Answer the questions below to help you think about Rose's perspective.

- 1.** Reread the first section of the story, in which Jillian describes being stuck in the tunnel. How would Rose describe this moment? How might Rose's thoughts, feelings, or experience in this moment be different from Jillian's?
- 2.** Reread what Jillian says about her friendship with Rose and how she, Jillian, never tells Rose certain things. How might Rose describe the friendship? Does Rose know the things that Jillian never tells her?
- 3.** Would Rose describe Jillian the same way Jillian describes herself?

4. Jillian says Rose is "like the others," adding: "She talks to everyone as if it's as easy as brushing her teeth. She's a star on the basketball team. She walks down the hall as if she's walking the red carpet." How would Rose describe herself? What might she say that Jillian doesn't know?

5. How would Rose describe how she felt while the roller coaster was stuck in the dark? How would Rose feel about admitting that she's afraid of the dark?

6. How would Rose describe how she felt at the end of the story? What might have caused her to feel that way??

Retell the story from Rose's perspective.

On your own paper or document, retell "To the Top" from Rose's perspective. Be sure to write in first-person point of view to give readers a direct line to Rose's thoughts, feelings, and experiences.

CHOICE BOARD

A TREACHEROUS JOURNEY ACROSS THE ICE

Create a news program in which characters from *A Treacherous Journey Across the Ice* are interviewed about what happened. You can create a transcript (a written copy) or make a video with actors.

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

Imagine that *A Treacherous Journey Across the Ice* is being turned into a movie. Create a poster for the movie that shows key moments from the story and captures the movie's spirit.

Research and create a presentation on one of the important figures from the serum run: Leonhard Seppala, Gunnar Kaasen, Togo, or Balto. Information in the presentation should address their background, specific challenges and successes (including the serum run), and impact on the community.

Write a series of diary entries from the perspective of one of the mushers in the play. As the musher, write about your experiences and thoughts during your part of the relay. What challenges have you faced or are you facing? Why is success important to you?

Compare Two Texts

Discussion Questions

A Treacherous Journey Across the Ice
and “The Race Against Death”

- 1.** In a few sentences, describe the main differences between how the story is told in the nonfiction article and how it is told in the play.
- 2.** What challenges do you think Kayden might have faced in telling the story of the serum run in the form of a play?
- 3.** Which version of the story did you prefer, the nonfiction or the play? Why?

Across the Ice Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the November 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Create a news program in which characters from *A Treacherous Journey Across the Ice* are interviewed about what happened. You can create a transcript (a written copy) or make a video with actors. Entries must be sent to **Across the Ice contest** by a teacher, parent, or legal guardian. Three winners will each get a copy of *The Eyes and the Impossible* by Dave Eggers.

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

Entries will be judged on:

- ✓ creativity
- ✓ clarity
- ✓ use of key ideas and details

ENTRIES MUST BE RECEIVED BY December 23, 2024.

Discussion Questions

A Treacherous Journey Across the Ice

- 1.** What important details about the setting do we learn in the prologue? Why are these details important? (setting)
- 2.** What conflict do town leaders attempt to solve in Scene 2? What plan is put in place? (conflict)
- 3.** At the end of Scene 3, Leonhard Seppala says, "This entire town is counting on me. I can't let them down." What do these statements and the previous conversation with his wife tell you about him? (character)

4. In Scene 9, Dr. Welch and Mayor Maynard decide to tell the mushers to wait for the storm to pass. Do you think they made the right decision? Why doesn't musher Gunnar Kaasen end up waiting? (inference, critical thinking)

5. According to the caption "Hero Dogs," which dog and musher received the most recognition? Do you think this recognition was deserved? (critical thinking)

Name: _____

Featured Skill:

Prepare Your News Program

Directions: Read *A Treacherous Journey Across the Ice*. Then use this guide to help you respond to the prompt that appears at the end of the play.

The prompt at the end of the play says:

Create a news program in which characters from *A Treacherous Journey Across the Ice* are interviewed about what happened. You can create a transcript (a written copy) or make a video with actors.

1. Choose Your Interviewees

Choose three characters from the play to be interviewed. Think about what combination of characters would give your audience a full understanding of what happened in Nome and provide different perspectives on those events. List the characters below.

Character 1:

Character 2:

Character 3:

2. Draft the Questions and Answers

For each character you chose, write at least two questions for a news anchor to ask them. (A news anchor is a journalist who presents stories, events, and interviews to the public on a news program.)

Then write the characters' responses.

Once you start, you might find that it makes sense for the news anchor to ask a follow-up question to something a character says. If that happens, go ahead and add that question and answer!

Fill in the name of your
first character to be
interviewed.



Character 1

Write your questions
and answers here.



Fill in the name of your
second character to be
interviewed.



Character 2:

Write your questions
and answers here.



Fill in the name of your
third character to be
interviewed.



Character 3:

Write your questions
and answers here.



3. Draft an Introduction

In the space below, write a short introduction for the news anchor to present before moving on to the interviews. The introduction should briefly summarize what happened in Nome.

4. Putting It All Together

Before you put everything together to create your final transcript or video, there are a few more things to think about:

- In 1925, there was no such thing as a television news program. You can bend reality and have your news program be for television anyway—or you can make it a radio news program.
- Make sure the audience will understand who each person is and the role they played in the diphtheria outbreak and serum run. (The anchor could introduce the characters or ask them to introduce themselves.)
- How will the program end? What will the news anchor say to wrap things up?

Tips on writing your transcript or making your video:**If you're creating a transcript**

...

Put together the introduction, the questions and answers, and the anchor's ending comments, editing what you originally wrote as needed. Your transcript should look like a play script, with each person's name and a colon appearing before the words they speak.

Write your transcript on your own paper or in your own document.

If you're creating a video . . .

Follow the directions for writing a transcript provided in the box next to this one. Then you'll need to cast people in the roles of the news anchor and the characters being interviewed. You might consider including some simple props or costumes, like paper microphones or a tie for the mayor of Nome, for example.

Name: _____

Making Inferences

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

Directions: Read *A Treacherous Journey Across the Ice*. Then answer the questions or follow directions to fill in the chart.

| Clues | Inference |
|---|---|
| <p>1. Consider these lines from Scene 1:</p> <p>Papa: What happens if Alice doesn't get the medicine?</p> <p>Dr. Welch: The sores at the back of her throat will get thicker, making it harder and harder for her to breathe.</p> <p>SD3: Helen overhears this and runs over.</p> <p>Helen: Is Alice going to die?</p> | <p>What can you infer about Helen's feelings in this moment?</p> |
| <p>2. Consider these lines from Scene 3:</p> <p>Summers: It's going to be rough terrain, but you know these trails better than anyone.</p> <p>Seppala: It's my lead dog, Togo, who really knows the trails.</p> <p>SD1: Seppala ruffles the fur of a black, brown, and gray dog with intelligent eyes.</p> <p>Seppala: I'd be nowhere without him.</p> | <p>What can you infer about the bond between Seppala and Togo?</p> |

| Clues | Inference |
|---|---|
| <p>3. Consider these lines from Scene 5:</p> <p>SD2: The ice creaks and moans as the sea underneath pushes it up and down.</p> <p>SD3: He gets off his sled and goes to the front of the pack.</p> <p>Seppala: What do you think, Togo? This shortcut is 42 miles across. Should we go for it?</p> <p>SD1: Togo barks.</p> <p>Seppala: I agree.</p> | <p>Why does Leonhard Seppala decide to cross the ice?</p> |
| <p>4. Consider these lines from Scene 6:</p> <p>Johnny Campbell: You look like death! How long were you on the trail?</p> <p>Shannon: Around six hours.</p> <p>SD2: Campbell looks at the thermometer outside.</p> <p>Campbell: It's minus 62 degrees. It's a wonder you're alive.</p> <p>Shannon: The dogs, they need—</p> | <p>What can you infer about Shannon based on this interaction?</p> |

| Clues | Inference |
|--|---|
| <p>5. Consider these lines from Scene 11:</p> <p>SD3: Kaasen takes the antitoxin inside.</p> <p>Kaasen: Here you go, Doc.</p> <p>Dr. Welch: We weren't expecting the serum so soon! You didn't get the message to wait until the storm was over?</p> <p>Kaasen: No. But even if I had, I probably wouldn't have waited.</p> | <p>Why wouldn't Kaasen have waited until the storm was over even if he'd gotten the message?</p> |

Name: _____

A Treacherous Journey Across the Ice Quiz

Directions: Read *A Treacherous Journey Across the Ice* from the November issue of *Scope*. Then answer the questions below.

1. **Which best describes the central conflict of the play?**
 - A. characters struggling with their own thoughts and feelings
 - B. characters struggling against forces of nature
 - C. characters fighting unjust laws
 - D. characters fighting fate or destiny
2. **What is the main purpose of Scene 4?**
 - A. to emphasize the ability and experience of the dogs
 - B. to show the effects a diphtheria outbreak can have on the children of a town
 - C. to reveal the communication issues the mushers experienced during the journey
 - D. to identify the risks the mushers took to speed up the journey to Nome
3. **Which statement BEST explains the resolution of the play?**
 - A. Town leaders organize a relay of mushers to hand off the serum to each other.
 - B. Dr. Welch diagnoses Alice with diphtheria and puts in an urgent request for the serum.
 - C. Seppala decides to cross the Norton Sound to save time.
 - D. Mushers deliver the serum from Nenana to Nome in five-and-a-half days and save hundreds of lives.
4. **Which line from the play BEST supports the answer to Question 3?**
 - A. **Dr. Welch:** I ordered antitoxin last summer, but it never arrived. We've sent word to officials throughout Alaska—and even in Washington, D.C.—that we need the serum desperately.
 - B. **Summers:** How about a relay of mushers handing off the serum to each other?
 - C. **Seppala:** This entire town is counting on me. I can't let them down.
 - D. **Dr. Welch:** Hundreds of lives were saved because of the selfless efforts of 20 mushers and their remarkable dogs.
5. **In Scene 5, as Seppala and his dog cross the ice, SD1 says, "Togo veers to the left to avoid a growing crack." Veers means _____.**
 - A. stumbles and falls
 - B. runs quickly
 - C. slips and slides on ice
 - D. changes direction
6. **The playwright uses the character of Alice to _____.**
 - A. demonstrate the challenges the mushers faced in transporting the serum to Nome
 - B. provide information about the history of diphtheria around the world and how treatments for it have changed over time
 - C. show how diphtheria affected children and their families through a dramatic personal story
 - D. show what it was like to grow up in the small town of Nome, Alaska, 100 years ago

Name: _____

A Treacherous Journey Across the Ice Quiz

Directions: Read *A Treacherous Journey Across the Ice* from the November issue of *Scope*. Then answer the questions below.

1. **Which best describes the central conflict of the play?**
 - A. a blizzard preventing people from flying in and out of Nome
 - B. mushers struggling to survive against the forces of nature
 - C. hundreds of lives being saved thanks to the efforts of 20 mushers and their dogs
 - D. Gunnar Kaasen losing the crate of serum in the snow
2. **What is the main purpose of Scene 4?**
 - A. to emphasize the ability and experience of the dogs
 - B. to show the effects a diphtheria outbreak can have on the children of a town
 - C. to reveal the communication issues the mushers experienced during the journey
 - D. to identify the risks the mushers took to speed up the journey to Nome
3. **The play reaches a resolution when _____.**
 - A. town leaders organize a relay of mushers to hand off the serum to each other
 - B. Dr. Welch puts in an urgent request for the serum
 - C. Leonhard Seppala decides to cross the Norton Sound to save time
 - D. mushers deliver the serum and save hundreds of lives
4. **Which line from the play BEST supports the answer to Question 3?**
 - A. **Dr. Welch:** I ordered antitoxin last summer, but it never arrived. We've sent word to officials throughout Alaska—and even in Washington, D.C.—that we need the serum desperately.
 - B. **Summers:** How about a relay of mushers handing off the serum to each other?
 - C. **Seppala:** This entire town is counting on me. I can't let them down.
 - D. **Dr. Welch:** Hundreds of lives were saved because of the selfless efforts of 20 mushers and their remarkable dogs.
5. **In Scene 5, as Seppala and his dog cross the ice, SD1 says, "Togo veers to the left to avoid a growing crack." Veer means _____.**
 - A. to fall
 - B. to run carefully
 - C. to slide on ice
 - D. to change direction
6. **The character of Alice helps the audience understand _____.**
 - A. how much courage the mushers showed
 - B. the history of diphtheria around the world
 - C. how diphtheria affected children and their families
 - D. what it was like to grow up in the small town of Nome, Alaska, 100 years ago

Name: _____

Constructed-Response Questions

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

7. To be selfless is to be unselfish—to put the needs or concerns of others before your own needs or concerns. At the end of the play, Dr. Welch refers to the “selfless efforts” of the mushers and their dogs. In what ways were the mushers and the dogs selfless? Use details from the play to support your answer.
8. Support the following claim with text evidence: The mushers respect and trust their dogs.

Name: _____

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

Vocabulary

A Treacherous Journey Across the Ice

- 1. antitoxin (an-tih-TAHK-suhn)** *noun*; A toxin is a poison made by a living thing. Toxins produced by bacteria, for example, can cause disease. An antitoxin is a substance that stops or reduces the effect of a specific toxin. Antitoxins are used to treat or prevent certain diseases.
- 2. intact (in-TAKT)** *adjective*; When something is intact, it has not been damaged—it is complete or in one piece. You would be relieved if you sat on your glasses but they remained intact. If two friends argue but their friendship remains intact, the argument does not damage their friendship.
- 3. roadhouse (ROHD-hows)** *noun*; A roadhouse is an inn, a restaurant, or a bar located outside a city or town, such as on a country road. Roadhouses sometimes have bands and dance floors for entertainment.
- 4. terrain (tuh-RAYN)** *noun*; Terrain is an area of land with particular physical characteristics. The terrain in one area might be hilly, while in another area it's flat. If you were going to ride a bike through rough, rocky terrain, you would want a mountain bike, not a road bike.

Name: _____

Vocabulary Practice

A Treacherous Journey Across the Ice

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

antitoxin

intact

roadhouse

terrain

1. If I'd known we were going to be walking over such uneven _____, I would have worn sturdier shoes.
2. After driving for hours with no buildings in sight, we were relieved to find a(n) _____ where we could eat and rest for a while.
3. The doctors cured their patients by injecting them with a(n) _____.
4. After getting hit in the face with a hockey puck, Sarah was grateful to find her teeth were still _____.

4. What metaphor does the poet Naomi Shihab Nye use in the poem? What idea is she expressing through this metaphor?

5. After telling the speaker that every day is a present, the neighbor says, "It may not feel like that/but it's true." Why might the neighbor say this?

6. In the last line of the poem, the neighbor says, "don't miss the bottom of the box." What do you think this line means?

Name: _____

Poetry Writing Planner

Directions: Read the poem "Every Day" by Naomi Shihab Nye. Then complete this activity to help you write a poem describing a day of your life as a present.

Get Ready

The Prompt

Choose any day from your life—it could be yesterday or it could be years ago—and imagine it as a present. Then write a poem about what's inside the box. Be sure to say what's at the bottom.



Grab a sheet of notebook paper or, if you have one, a big sheet of drawing paper. You'll write the ideas you brainstorm on this paper.

Brainstorm 1: The Day

Label a section of your paper "The Day," and list ideas for the day you will write your poem about. You can list days that were special in some way, but you can also list days that didn't seem particularly special.



This is a brainstorm, so try not to judge your ideas—just get them down!



After you've written down all your ideas, read them over. When you're ready, choose one and circle it.

Brainstorm 2: What's in the Box?

Now think about your day as a present—and what would be inside the box.
Here are three ideas.

Represent events or emotions with objects—a bathing suit if you went swimming, for example. But there's no need to limit yourself to things that would *really* fit in a box! If you felt angry that day, you could put a storm in the box to represent your emotions.

Include people you interacted with that day. You might put your parents, your best friend, and your soccer coach in the box, for example.

List things you learned about yourself or about the world that day. Maybe "I am strong and brave" is in your box. Or maybe it's "You never know what someone else is going through." Or maybe it's "Always set a timer when baking!"

You can mix and match the approaches above or come up with your own approach. Write all of your ideas on your brainstorming paper.

Brainstorm 3: The Bottom of the Box

Now think about what's at the bottom of the box. Is it the best thing from the day? The worst thing? The most important? The least important? Something really small but special? Something you almost forgot about? The thing that changed everything else? The last thing that happened? Is it an object? A word? A person? A sound?



Add a "bottom of the box" section to your brainstorming paper and write down your ideas.

Brainstorm 4: The Wrapping

Here's one more thing to think about: What kind of paper or other covering is your present wrapped in? And what about inside the box? Are the contents of the box wrapped in anything?



Add a "Wrapping" section to your paper and write down your ideas.

5. Write Your First Draft

It's time to use the ideas you brainstormed to write the first draft of your poem.

Guidelines:



- Write about a day of your life as a present, describing what's inside the box.
- Be sure to say what's at the bottom of the box.
- Give your poem a title.

As you work on your first draft, keep in mind:



- You do NOT need to include all of the ideas you wrote down. Choose the ones you like best or think are most important.
- You might find that once you start writing, you have new ideas. That's great! You can definitely use them too.
- You can break your poem into stanzas (sections) or have just one stanza.

6. Revise

When you have your first draft . . .

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

CHOICE BOARD

"EVERY DAY"

Choose any day from your life—it could be yesterday or it could be years ago—and imagine it as a present. Then write a poem about what's inside the box. Be sure to say what's at the bottom.

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

Design a comic strip that illustrates a moment or experience in the life of a person who thinks of every day like a present.

Interview an older relative or neighbor, asking them for one piece of advice they have about life based on their experiences. To present this information, choose one of the following:

1. Create a video that shares the advice from your relative or neighbor, the reason for the advice, and your reaction to it.
2. Record a podcast episode in which you and your relative or neighbor discuss the advice, including the inspiration for it and its impact on you.

Taking inspiration from the neighbor's advice in the poem, keep a gratitude journal for one week. At the end of each day, write down at least three things that happened that day that you are grateful for.

Poetry Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the November 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Choose any day from your life—it could be yesterday or it could be years ago—and imagine it as a present. Then write a poem about what's inside the box. Be sure to say what's at the bottom. Entries must be submitted to **Poetry contest** by a teacher, parent, or legal guardian.

Three winners will each get *Everything Comes Next* by Naomi Shihab Nye.

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

Entries will be judged on:

- ✓ creativity
- ✓ clarity

ENTRIES MUST BE RECEIVED BY December 23, 2024.

Root Power Contest

Parent's or legal guardian's name: _____

Parent's or legal guardian's email: _____

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

Student's name: _____ Student's grade: _____

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

School name: _____

School mailing address: _____

City: _____ State: _____ Zip: _____

School phone number: _____

Parent's or legal guardian's signature: _____

Entries must be written by a student in grades 4-12 and must be submitted by a teacher, parent, or legal guardian of the student. Entries submitted by someone under 18 will be deleted and disqualified. Please submit .docs or PDFs. Google docs cannot be accepted. See page 2 of the November 2024 issue of *Scope* for more information about this contest. For official rules, go to <https://scope.scholastic.com/pages/scope-contests.html>

What to Do

Ask students to respond to this prompt:

Read "The Treatment." Then follow these steps: **1.** Write down the meaning of each word in blue. Use context clues or, if needed, a dictionary. **2.** Find another word that contains the root *dic* or *dict*. **3.** Write a sentence using that word and draw a picture that shows the word's meaning. **4.** Entries must be submitted to **Root Power contest** by a teacher, parent, or legal guardian. Three winners will each get a *Scope* notebook.

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

Entries will be judged on:

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

ENTRIES MUST BE RECEIVED BY December 23, 2024.

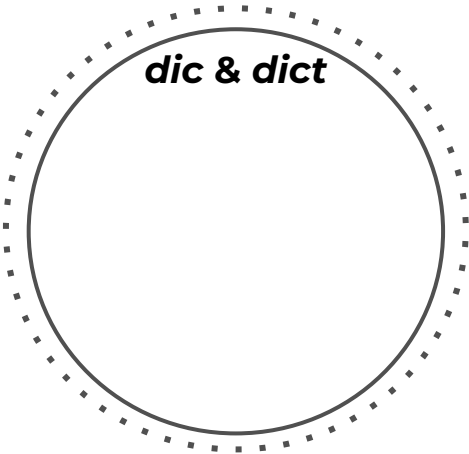
Name: _____

Root Power

**PART 1:
MEANING**

In this issue's Root Power, you learned the Latin roots *dic* and *dict*, which both mean *say* or *speak*. Did you figure out the meanings of the words containing one of 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 *dic* and *dict*.



| WORD | MEANING |
|---|---------|
| indicate (IN-duh-kayt; <i>verb</i>) | |
| dedicated (DEH-dih-kay-tuhd; <i>adjective</i>) | |
| predicament (prih-DIH-kuh-muhnt; <i>noun</i>) | |
| verdict (VUHR-dikt; <i>noun</i>) | |

PART 2:
PRACTICE

Fill in each blank with one of the words listed here to best complete each sentence: *indicate*, *dedicated*, *predicament*, *verdict*.

1. Mateo pointed at the chocolate frosted donut behind the glass to _____ which one he wanted.
2. Jayden is very _____ to the violin. He practices every day for at least two hours.
3. The _____ is in: Chili, our family's dog, prefers wet food over dry!
4. If Nova doesn't start working on her project soon, she'll be in a serious _____.

Respond to each prompt below.

5. Draw a rough map of your house that indicates where your kitchen is.
6. Describe a predicament you once found yourself in.

**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 *dic* or *dict*. Write it below.

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

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

Name: _____

Vocabulary

"Voting in the Wild"

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

- 1. ballot (BA-luht)** *noun*; A ballot is a piece of paper on which people cast their vote in an election. *Ballot* can also refer to other ways people cast their votes, such as with a voting machine. Ballots are used to determine who has been chosen by the people to serve their country as part of the government.
- 2. frolic (FRAH-lik)** *verb*; To frolic is to run and play in a happy, carefree way. Puppies might frolic around a backyard. A group of young soccer players might frolic across the field after practice.
- 3. laze (layz)** *verb*; To laze is to lie around lazily. You might laze on the couch after an intense dance practice. A pride (or group) of lions might laze in the shade on an especially hot day.
- 4. ruthless (ROOTH-luhs)** *adjective*; Someone or something that is ruthless lacks pity or empathy and is instead cruel in an ongoing way. A ruthless ruler would be harsh to their people and look out for themselves instead of considering the greater good. A ruthless winter would include a lot of bad snowstorms.

Name: _____

Vocabulary Practice

"Voting in the Wild"

Directions: Circle the best answer to each question.

1. What is someone more likely to do as they frolic?

- a. skip
- b. march

2. Which is a synonym of *ruthless*?

- a. compassionate
- b. unsympathetic

3. Why might you cast a ballot?

- a. to demonstrate your understanding when learning
- b. to indicate your choice when voting

4. Which situation illustrates someone lazing around?

- a. Shawn reclines on the couch and watches TV while he eats his breakfast.
- b. Jess hurries to the mall to meet up with her friends to go shopping.

Name: _____

“Voting in the Wild” Quiz

Directions: Read “Voting in the Wild” from the November issue of *Scope*. Then answer the questions below.

1. Author Lauren Tarshis writes, “Wolves, like African dogs, hunt in packs to take down and kill much larger animals. Gazelles and wildebeests stick together to stay safe from the jaws and claws of lions and other hungry predators.” Tarshis includes this information to _____.
 - A. give examples of different types of animals that cooperate with each other to survive
 - B. support the idea that every member of the group has a chance to express its opinion
 - C. highlight how pack leaders make decisions
 - D. share the research of Reena Walker and her colleagues
2. Tarshis writes, “They watched how the packs would gather to play, wrestling and yipping and chasing each other just like your own dog might frolic with its furry pals at the park.” Which is the definition of *yipping*?
 - A. happily dancing
 - B. compulsively sneezing
 - C. barking sharply and quickly
 - D. playfully biting
3. Which details made the scientists start to think that the African wild dogs they observed weren’t really just sneezing? Choose **THREE**.
 - A. “They had traveled to Botswana to learn more about the wild dogs, which are among the most endangered animals on Earth, with only about 6,600 remaining in the wild.”
 - B. “The researchers noticed that in addition to all the fun, there was an unusual amount of sneezing at these rallies.”
 - C. “Then the sneezing fits would suddenly end.”
 - D. “The packs would either race off together to hunt for an antelope or a warthog, or stretch out in the grass to laze away the afternoon.”
4. Based on the article, you can infer that _____.
 - A. African wild dogs often suffer from allergies
 - B. the voting system the African wild dogs have in place is ineffective
 - C. cooperation is the key to survival for many species
 - D. African wild dog pack leaders do not actually pay attention to the results of the group vote

Name: _____

Constructed-Response Question

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

5. Why is cooperation so important for many species? Support your response with examples and evidence from the text.

Name: _____

“Voting in the Wild” Quiz

Directions: Read “Voting in the Wild” from the November issue of *Scope*. Then answer the questions below.

1. Author Lauren Tarshis writes, “Wolves, like African dogs, hunt in packs to take down and kill much larger animals. Gazelles and wildebeests stick together to stay safe from the jaws and claws of lions and other hungry predators.” Tarshis includes this information as examples of _____.
 - A. different types of animals that cooperate with each other to survive
 - B. how groups give members the chance to express their opinions
 - C. how pack leaders make decisions
 - D. the research of Reena Walker and her colleagues
2. Tarshis writes, “They watched how the packs would gather to play, wrestling and yipping and chasing each other just like your own dog might frolic with its furry pals at the park.” Which is the definition of *yipping*?
 - A. dancing
 - B. sneezing
 - C. barking
 - D. biting
3. Which details made the scientists start to think the African wild dogs they observed weren’t really just sneezing? Choose TWO.
 - A. “They had traveled to Botswana to learn more about the wild dogs, which are among the most endangered animals on Earth, with only about 6,600 remaining in the wild.”
 - B. “They watched how the packs would gather to play, wrestling and yipping and chasing each other just like your own dog might frolic with its furry pals at the park.”
 - C. “The researchers noticed that in addition to all the fun, there was an unusual amount of sneezing at these rallies.”
 - D. “Then the sneezing fits would suddenly end.”
4. Based on the article, you can infer that _____.
 - A. humans adopted their voting process after studying African wild dogs
 - B. the voting system used by African wild dogs does not work well
 - C. cooperation is the key to survival for many species
 - D. African wild dog pack leaders do not actually pay attention to the results of the group vote

Name: _____

Constructed-Response Question

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

5. How does cooperation help many species survive? Use examples from the article to support your response.

Coordinate and Non-coordinate Adjectives

Two or more adjectives used to modify the same noun fall into two categories: coordinate adjectives and non-coordinate adjectives. Here’s some information about both categories.

| | | |
|---|---|--|
| <p>Coordinate adjectives are two or more adjectives that describe the same noun. They are equal in importance and can appear in any order. They are separated by commas.</p> | <p><i>It was a dark, cold, windy night.</i></p> <p>↓</p> <p><i>The quiet, soothing music made me sleepy.</i></p> <p>↓</p> <p><i>Alma is wearing a pink, fuzzy hat.</i></p> | <p>Tip 1: You can switch the order of coordinate adjectives and the sentence will still make sense: <i>It was a cold, windy, dark night.</i></p> <p>Tip 2: You can add the word <i>and</i> between coordinate adjectives and the sentence will still make sense: <i>The quiet and soothing music made me sleepy.</i></p> |
| <p>Non-coordinate adjectives (also known as cumulative adjectives) are two or more adjectives that describe the same noun and build on each other in a specific order. That sequence is: quantity, opinion, size, age, shape, color, origin, material, purpose. They do not need to be separated by commas.</p> | <p><i>Where is my old green sweater?</i></p> <p>↓</p> <p><i>I'll take those six delicious chocolate cupcakes.</i></p> <p>↓</p> <p><i>Look at these beautiful little orange flowers.</i></p> | <p>Tip 1: You cannot switch the order of non-coordinate adjectives: <i>Where is my green old sweater?</i> (What?)</p> <p>Tip 2: You cannot add the word <i>and</i> between non-coordinate adjectives: <i>I'll take those six and delicious and chocolate cupcakes.</i> (Huh?)</p> |

Directions: To each sentence below, add the adjectives listed below it. You'll need to decide what order to put the adjectives in and whether or not to use commas.

1. Jill's _____ sister drove us to the game.

Adjectives: *older, sweet*

2. _____ cats are sleeping on the couch.

Adjectives: *black-and-white, three, large*

3. Devin is a _____ person.

Adjectives: *friendly, generous, funny*

4. May I have another slice of that _____ bread?

Adjectives: *delicious, homemade*

5. I love _____ snacks.

Adjectives: *salty, crunchy*

