

ACTIVITY: "Grammar's Favorite Aliens" • SKILL: Commonly Confused Words

Number vs. Amount

The words **number** and **amount** are often confused and misused. Figuring out which one to use is often as easy as determining if it's possible to count the people, places, or things to which you are referring.

Use **number** to refer to things that you CAN count.

Examples:

*When George's family looked out the window, they saw a large **number** of plastic flamingos covering the lawn.*

*Olivia tripped over a **number** of toys on the way to get her little brother out of bed.*

Use **amount** to refer to a quantity—something that you CANNOT count.

Examples:

*While trying to bake cookies, Sebastian spilled a significant **amount** of flour and sugar on the floor.*

*No **amount** of scrubbing will clean off the doodle Tracy drew on the desk.*

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

1. Pitchers generally have a smaller **number/amount** of base hits than first basemen.
2. Tyrell reached into his backpack and pulled out a large **number/amount** of books.
3. I don't like my grandmother's lunches because she uses a skimpy **number/amount** of peanut butter on my sandwiches.
4. The twins stockpiled an enormous **number/amount** of snowballs on the porch.
5. There is always a certain **number/amount** of confusion backstage before the performance starts.
6. Only a small **number/amount** of Amber's cousins were able to attend the reunion.
7. The teacher assigned a small **number/amount** of pages to each student to read aloud.

Directions: For each sentence below, fill in the blank with **number** or **amount**. Then write your own sentence using **number** or **amount**.

8. Selena insists on having the same _____ of ice cubes in each glass.
9. Looking outside during the blizzard, I was astonished by the _____ of snow already on the ground.
10. Mitch listens to a huge _____ of music, and he always knows the newest singers.
11. An increasing _____ of dentists' offices now have TV screens in the examining room.
12. _____

NONFICTION: “Out of the Tornado” • SKILL: Text Evidence

A Tornado’s Effects

Helen Keller once said, “Although the world is full of suffering, it is also full of the overcoming of it.” In this activity, you will find evidence from various sources to show how this quote applies to Henryville.
Directions: Complete the chart below with details and quotes from the sources listed on the left that show how the residents of Henryville both suffered and overcame their suffering.

	Suffering	Overcoming
Main Article: “Out of the Tornado”		
First-Person Account: “The Walls Started Cracking”		
Video: “Author Talk: Lauren Tarshis on ‘Out of the Tornado’”		
Poem: “The Tornado”		

Critical-Thinking Questions

"Out of the Tornado"

1. What details tell you that March 2 began as a regular day? Why does the author include these details?
2. What did people do as the tornado approached? What does this tell you about the community of Henryville?
3. How are the author's introduction and the section "Lessons From a Disaster" different from the rest of the article?
4. What is the tone of Cody Gray's account? What establishes the tone?
5. "Together/we sift through rubble/to shape a new story." To which section of the article do these lines from the poem relate? Explain.

NONFICTION: "Out of the Tornado" • SKILL: Integrating Diverse Media

Video Questions

Answer the following questions about the video "Author Talk: Lauren Tarshis on 'Out of the Tornado'."

1. Why did Lauren Tarshis write the article "Out of the Tornado"? How is the article different from the story she intended to write about the tornado that hit Joplin, Missouri?
2. Lauren reports seeing great devastation in Henryville. What examples of destruction does she mention? What images of destruction do you see in the video?
3. Lauren reports that when she arrived in Henryville, people were already working to rebuild the elementary and high schools. What does this tell you about the town's priorities?
4. What kind of research did Lauren do for her story? Why is research important?
5. Imagine you were writing a report about a natural disaster. Based on this video, what are two things you should do as you prepare to write your report?

NONFICTION: "Out of the Tornado" • SKILL: Reading Comprehension

"Out of the Tornado" Quiz

Directions: Read the nonfiction article "Out of the Tornado" in this issue of *Scope*. Then answer the multiple-choice questions below.

1. Which event happened first?

- (A) Henryville students e-mailed Lauren Tarshis.
- (B) Dr. Riggs sent students home.
- (C) A second tornado hit Henryville.
- (D) An unharmed guinea pig was found.

2. Which of the following details does NOT establish the morning of March 2, 2012, as an ordinary day?

- (A) "Students sang 'You're a Grand Old Flag' using sign language . . ."
- (B) "Students played basketball under a sunny sky . . ."
- (C) "As Mrs. Goodknight's students were eating lunch, a line of supercells was racing toward Henryville."
- (D) "There was morning meeting with poems to read, jokes to share, and tests to prepare for."

3. Information about the annual cost of tornado damage would be best inserted into the section

- (A) "Pounding From the Sky."
- (B) "Whirlwinds and Twisters."
- (C) "Devastating Hit."
- (D) "Lessons From a Disaster."

4. Which words best describe the tone of the section "Lessons From a Disaster"?

- (A) optimistic, impersonal
- (B) pessimistic, spiteful
- (C) objective, informative
- (D) compassionate, admiring

5. Consider this sentence from the article:

"By the end of the school day, Henryville would be decimated."

Which of the following is a synonym for *decimated* as it is used in the sentence above?

- (A) corrupted
- (B) destroyed
- (C) damaged
- (D) rebuilt

6. Which type of figurative language is used in the following lines from the article?

"It was packed with enormous hailstones, which were coming down like cannonballs shot from the sky."

- (A) simile
- (B) metaphor
- (C) onomatopoeia
- (D) personification

7. Which lines from the poem best relate to the following statement from the article?

"Many described how the community came together to help and support each other."

- (A) "It tumbles/ hailstones and cracks tree-trunks."
- (B) "When sunshine arrives/ we unfold, emerge."
- (C) "We huddle, hunch/ brace ourselves for the end."
- (D) "Our words echo/ and soothe as we join/ hands with our neighbors."

8. Complete the following analogy.

tornado : supercell :: illness :

- (A) virus
- (B) doctor
- (C) sickness
- (D) medicine

Directions: Answer the questions below on the back of this page or on another piece of paper.

- 9.** This story has a narrative nonfiction article, a first-person account, and a poem. How can reading different texts about the same topic give you a better understanding of what happened in Henryville? Explain.

- 10.** Dr. Riggs decided to dismiss students from school before the tornado struck. Would you have made the same decision? Why or why not? Use at least two pieces of text evidence in your response.

NONFICTION: "Out of the Tornado" • SKILL: Reading Comprehension, page 1 of 3

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "Out of the Tornado" in the September 24, 2012, issue of *Scope*.

Before Reading

1. Read the headline, or title, of the article. Write it here: _____

2. Look at all the photos and read their captions. Then choose one photo. What page is it on? _____

What does it show? _____

What is the mood of the image? In other words, how do you feel when you look at it?

3. Read the "As You Read" box at the bottom of page 4. What does it tell you to think about as you read?

During Reading

4. Write the subtitle, or heading, of each section in the space provided. Then write a brief summary of the section. Finally, write the text structure (description, sequence, cause and effect, comparison, or problem and solution) that best describes how the information in that section is organized.

Section 1: Author's Note

Subtitle: none

Summary:

Structure:

Section 2: Introduction

Subtitle: none

Summary:

Structure:

Section 3

Subtitle:
Summary:

Structure:

Section 4

Subtitle:
Summary:

Structure:

Section 5

Subtitle:
Summary:

Structure:

Section 6

Subtitle:
Summary:

Structure:

Sidebar on page 7

Title:
Summary:

Structure:

After Reading

5. Write the article’s central idea and two pieces of supporting evidence.

Central idea: _____

Supporting evidence: _____

Supporting evidence: _____

6. What is the MAIN purpose of the article? (check one)

**to educate readers
about the causes of
tornadoes**

**to describe the author's
trip to Henryville**

**to tell the stories of
Henryville students
who survived a tornado**

7. Sequencing: Number the following from 1 to 6, in the order in which they happened.

Mrs. Goodknight's students eat lunch on the day of the tornado.	Shelby, Dayna, and Lyric send an e-mail to Lauren Tarshis.	Two masses of air, one warm, one cold, collide in the skies west of Henryville.	Dr. Riggs dismisses all students early.	Henryville students practice tornado drills.	Lyric and her mother take shelter in a firehouse.
_____	_____	_____	_____	_____	_____

8. How are the note on pages 4-5 and the section "Lessons From a Disaster" different from the rest of the article?
What kind of information do they contain?

9. Here's how this article relates to:

Something else I read:

Something else I know about:

POETRY: "The Tornado" • SKILL: Reading Comprehension, page 1 of 3

Analyzing "The Tornado"

Directions: Below is Irene Latham's poem "The Tornado," which appears on page 9 of the September 24, 2012, issue of *Scope*. Use the poem to help you answer the questions on the next pages.

The Tornado

By Irene Latham

The story comes grumbling
 2 over the hill. It tumbles
 hailstones and cracks tree-trunks.
 4 It craves front-page news,

 so it musters all speed
 6 and muscle. It tears across
 Main Street, steals shingles
 8 and un-parks cars.

 It whirls, whistles
 10 screams and teems with twists
 no one sees coming.
 12 We huddle, hunch

 brace ourselves for the end.
 14 When sunshine arrives,
 we unfold, emerge.
 16 Our words echo

 and soothe as we join
 18 hands with our neighbors.
 Together
 20 we sift through rubble

 to shape a new story.
 22 It rises like *hallelujah*!
 as a goldfinch gathers
 24 thistle to rebuild its nest.

Multiple-Choice Questions

1. Who are the speakers of the poem?

- Ⓐ Lyric, Dana, and Shelby
- Ⓑ Irene Latham and Lauren Tarshis
- Ⓒ two tornadoes
- Ⓓ residents of a town that was hit by a tornado

2. Sometimes poets use words in unconventional ways, or even invent new words, to achieve a desired effect. This is known as *poetic license*. Irene Latham uses poetic license in line 8 when she writes that the tornado "un-parks" cars. Latham most likely uses the made-up word *un-parks* to

- Ⓐ show that the tornado has only a mild effect on cars.
- Ⓑ show how the tornado threw the town into disorder.
- Ⓒ add humor to the poem.
- Ⓓ suggest that people should not have left their cars parked outside.

3. Which of the following is an example of personification?

- Ⓐ lines 4–6: "It craves front page news,/so it musters all speed/and muscle."
- Ⓑ lines 12–13: "We huddle, hunch/brace ourselves for the end."
- Ⓒ lines 19–21: "Together/we sift through rubble/to shape a new story."
- Ⓓ lines 22–24: "It rises like *hallelujah!*/as a goldfinch gathers/thistle to rebuild its nest."

4. At the end of the poem, Latham writes, "a goldfinch gathers thistle to rebuild its nest." This image

- Ⓐ reveals that the whole poem is actually about birds.
- Ⓑ creates a mood of hopelessness at the end of the poem.
- Ⓒ contrasts with the situation of the poem's speakers.
- Ⓓ parallels the situation of the poem's speakers.

Pencil to the Poem

Follow the directions below by marking up on the poem on page 1 of this activity.

- 5. Find five examples of alliteration in the poem. Draw a circle around each pair of alliterative words.
- 6. **a.** Use a red pencil to underline all of the verbs that describe the action of the tornado.
- b.** Use a blue pencil to underline all of the verbs that describe the actions of the people.

Short-Answer Questions

7. Look at the verbs you underlined. What observations can you make about the poet's use of verbs in this poem? How are the verbs the poet uses to describe the tornado's actions different from the verbs she uses to describe the people's actions?

POETRY: “The Tornado” • SKILL: Reading Comprehension, page 3 of 3

8. In the nonfiction article “Out of the Tornado,” Lauren Tarshis describes the unique experiences of various individuals during the Henryville tornado. Compare this with “The Tornado.” Does Latham also describe the unique experiences of individuals? Explain.

9. In lines 1-11, “the story” refers, on one level, to a tornado. What else does it refer to?

10. What is the “new story” referred to in line 21? How does it contrast with the story referred to in line 1?

Themed Vocabulary: Words of Destruction



The article “Out of the Tornado” is about one of the most destructive forces of nature. There are many words in the article with meanings similar to—though not exactly the same as—*destroy*. In this activity, students will explore words of destruction and, in particular, the similarities and differences between them.

MAIN OBJECTIVES

- to build vocabulary
- to understand the subtle differences between words with similar meanings
- to appreciate how using a variety of words makes writing more descriptive and more interesting to read
- to participate in class discussion

MATERIALS

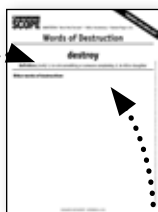
Click the links below.

- September 24, 2012, issue of *Scope*
- [Student Pages 1-4](#): interactive PDFs to project
- article ["Out of the Tornado"](#) to project

DIRECTIONS

1 DEFINE DESTROY

Project Student Page 1. As a class, generate a definition for the word *destroy*. Then click the link to reveal a formal definition of *destroy*. Invite students to discuss how their definition compares with the formal definition.



2 BRAINSTORM

Have students brainstorm other words similar in meaning to *destroy*. Write them in the space provided on the interactive PDF.

Tip: Students can write their words by typing them into the text box or with the whiteboard pen.

3 IDENTIFY WORDS OF DESTRUCTION IN THE ARTICLE

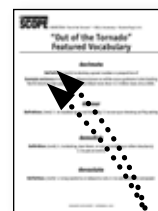
Project the article "Out of the Tornado." Ask volunteers to circle the words of destruction in the article—those that appear on the list



they brainstormed as a class, as well as those that don't. Then go back to the class word list and add any words from the article that aren't on it. *Tip: Students can use the whiteboard pen to circle words on the projected PDF or they can circle words in their magazines.*

4 EXPLORE THE FEATURED VOCABULARY

Divide students into four groups. **Project Student Page 2**, which lists the featured vocabulary words—the ones that appear in the article in boldface type. Then:



- (1) Have students work in their groups to write a definition for the first word on the list, *decimate*, using context clues to help them.
- (2) Ask each group to briefly share its definition with the class.
- (3) On the projected PDF, click to reveal the formal definition of *decimate*.
- (4) Click to reveal an example sentence using *decimate*.

For the next featured vocabulary word, *devour*, repeat steps 1-3. Then:

- (4) Have students, working individually or in their groups, write their own sentences using *devour*.
- (5) Invite a few volunteers to share their sentences with the class. *Tip: Use the whiteboard pen to add one of these sentences to the projected PDF.*

Repeat for *demolish* and *devastate*.

5 DISCUSS SHADES OF MEANING

Project Student Page 3 and instruct students to discuss, in their groups, the questions on the PDF.



6 CULMINATING ACTIVITY

Have students work in their groups to write a short story that includes five to eight of the words on the class word list—three of the featured vocabulary words plus two to five additional words. Tell students to circle the words of destruction in their stories.

Then **project Student Page 4**.

Have each group exchange papers with another group and discuss the questions on the PDF. Group members should first discuss the questions among themselves, then share their thoughts with the other group.



7 APPLY KNOWLEDGE

Challenge students to use at least two of the words of destruction from your class list in their responses to the writing prompt on page 9 of the magazine.

Words of Destruction

destroy

Definition: (*verb*) 1. to ruin something or someone completely; 2. to kill or slaughter

Other words of destruction:

"Out of the Tornado" Featured Vocabulary

decimate

Definition: (*verb*) to destroy a great number or proportion of

Example sentence: A mysterious disease known as white-nose syndrome is decimating North American bat populations. It has killed more than 5.5 million bats since 2006.

devour

Definition: (*verb*) 1. to swallow up or eat hungrily; 2. to use up or destroy as if by eating

demolish

Definition: (*verb*) 1. to destroy, tear down, or ruin (a building or other structure);
2. to put an end to

devastate

Definition: (*verb*) 1. to lay waste to or reduce to ruin; 2. to overwhelm or overpower

Word-List Discussion Questions

1. Consider your class list of words of destruction. In what ways are the meanings of these words different from one another?
2. Of the words on your class list, which are most similar in meaning? Which are most different?
3. Consider this sentence from "Out of the Tornado":
"It devoured a forest, turning trees into splinters."
How would the meaning or feeling of the sentence change if you replaced the word *devoured* with *smashed*?
4. In "Out of the Tornado," Lauren Tarshis uses a variety of words to express the idea of destruction. How can knowing and using a wide variety of words with similar, but not exactly the same, meanings improve your writing?

Story-Exchange Discussion Prompts

1. Did the other group use the words of destruction correctly? Why or why not?
2. Choose a sentence in the other group's story where a word of destruction is used well. What is good about the way the word is used? What information or feeling does the sentence convey? Can you find another word of destruction that would work just as well in its place? Explain.

Write an Argument Essay

Directions: Read "You Danger" on pages 10-12 of the September 24, 2012, issue of *Scope*. Fill in the chart on page 12. Then follow the steps below to write an essay explaining your opinion on whether or not YouTube should ban stunt videos.

STEP 1: DECIDE WHAT YOU THINK

Should YouTube ban stunt videos? Consider what you read in the article, as well as your own experiences. **Check the box next to the point of view you will support in your essay. Or write your own opinion in the space provided.**

☐ Yes! C'mon, YouTube. This is serious!

☐ No! Stupidity isn't YouTube's fault.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 12 support your opinion? What are other points that support your opinion? List three to five supporting items here:

STEP 3: ACKNOWLEDGE THE OTHER SIDE

If you think YouTube should censor its content, summarize the reasons why some people disagree. If you believe it's not YouTube's responsibility to remove these videos, summarize the reasons that some people think otherwise.

STEP 4: CRAFT YOUR THESIS

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

Your thesis: _____

STEP 5: WRITE YOUR HOOK

The very 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 an anecdote (a very short story), a fact, a quote, or a rhetorical question (a question to which you don't expect an answer). Here are three ideas for hooks that could work for this topic. **Choose one of the ideas below, or use your own idea, and write a hook on the lines provided (1-3 sentences).**

- 1. ANECDOTE:** Describe a time when you or someone you know saw a video online of someone doing something risky or dangerous.
- 2. 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 a surprising fact that is not included in the article.
- 3. RHETORICAL QUESTION:** Ask readers if they think the Internet fame that can come from creating a highly viewed stunt video is worth the risk.

Your hook: _____

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 very brief summary of the issue—in this case, the debate over whether YouTube should ban stunt videos.

Your summary of the issue: _____

STEP 7: START WRITING

Now that you have the key ingredients for your essay, you are ready to start writing. On the next page, you'll find guidelines for how to organize your ingredients, as well as hints about what else you'll need to add.

Directions: Follow the guidelines below to write a strong essay on whether YouTube should ban stunt videos. You will use what you wrote on the first two pages of this activity.

INTRODUCTION

Open with your hook from Step 5.



Write a transition sentence that relates your hook to the question of censoring risky videos.
(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.

BODY PARAGRAPH(S)

Here's where you 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 break them into three paragraphs. It depends on how much you want to write about each point. Order your supporting points from weakest to strongest. Readers tend to remember best the details that are presented last.

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.

CONCLUSION

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



Finish with a strong final sentence. Looking for an idea? Try referring to your hook, finding a quote, or inspiring your readers.

READ AND REVISE

Use *Scope's* "Argument-Essay Checklist" to evaluate and edit what you have written. Make any necessary changes and write a second draft.

PLAY: *Sherlock Holmes and the Case of the Speckled Band* • SKILL: Understanding Character/Making Inferences

The Sherlock Holmes Way

Directions: Answer the questions in Part I to help you understand the character of Sherlock Holmes. Then adopt his crime-solving techniques to answer the questions in Part II.

PART I: UNDERSTANDING SHERLOCK HOLMES

1. Read Holmes's first conversation with Helen. From what he says, what can you conclude about Holmes's method for solving crimes?

2. How does Holmes react to Dr. Roylott in Scene 3? Why does Holmes say, "He seems a very amiable person"?

3. At Stoke Moran, what methods does Holmes employ to solve the crime?

4. Contrast Holmes with Watson.

5. Consider your answers to the questions above. What are Sherlock Holmes's main character traits?

PART II: SOLVING A MYSTERY

6. According to Nathaniel T. Necklace, what saved his collection of antiques from being stolen? Is this believable? Why or why not? _____

7. What event coincided with the beginning of the crime spree?

8. What items besides computers and televisions have been stolen? Who might want them, and why?

9. What do all 18 of the burgled homes have in common?

10. Who do you think is guilty? Why?

Critical-Thinking Questions

Sherlock Holmes and the Case of the Speckled Band

1. Why does Helen Stoner come to see Sherlock Holmes? How does Holmes respond to her story, and what does this show about him?
2. In the first three scenes, what points to Dr. Roylott as the murderer? How does Holmes react to this information?
3. What are some of the keen observations Holmes makes at Stoke Moran?
4. What is “the speckled band”? Why did Dr. Roylott choose it as his murder weapon?
5. The play concludes, “Violence always recoils upon the violent, and the schemer falls into the pit that he digs for another.” What does Holmes mean, and how does this quote apply to the case of the speckled band? Do you think Holmes is right?

PLAY: *Sherlock Holmes and the Case of the Speckled Band* • SKILL: Reading Comprehension

Sherlock Holmes Quiz

Directions: Read the Sherlock Holmes play in this issue of *Scope*. Then answer the multiple-choice questions below.

1. What is Helen Stoner's MAIN reason for visiting Holmes and Watson?

- (A) She wants to solve the mystery of Julia's death.
- (B) She suspects that her stepfather had something to do with her mother's death.
- (C) She is afraid because she has started hearing the same strange sounds her sister heard before she died.
- (D) She is frightened of the wild animals that live on her property.

2. Scene 2 can best be described as

- (A) a conclusion.
- (B) a denouement.
- (C) a prologue.
- (D) a flashback.

3. In Scene 3, Holmes says to Helen, "These are very deep waters." What literary device appears in that sentence?

- (A) hyperbole
- (B) personification
- (C) simile
- (D) metaphor

4. Which of the following is the BEST reason for Sherlock Holmes's great success as a detective?

- (A) He is cautious.
- (B) He is observant.
- (C) He is brooding.
- (D) He is patient.

5. Which line is an example of Holmes's sarcasm?

- (A) "I believe our young friend is in grave danger."
- (B) "He seems a very amiable person."
- (C) "These renovations could have easily waited until after your wedding."
- (D) "If he did it every night, eventually it would find its victim."

6. In which sentence does *draft* have the same meaning as it does in the line below?

Holmes: See that you close the door on your way out. There is a draft.

- (A) Emmy read me the first draft of her speech.
- (B) The draft horse pulled the wagon full of lumber.
- (C) I feel a draft coming in from the chimney.
- (D) Correa was picked first in the baseball draft.

7. The relationship between Holmes and Watson is MOST similar to which of the following?

- (A) teacher and student
- (B) father and son
- (C) lawyer and assistant
- (D) doctor and patient

8. Which of the following is an example of irony?

- (A) Helen would have been safer if she had not moved into Julia's bedroom.
- (B) Watson saw the same clues that Holmes saw; yet he couldn't solve the crime.
- (C) Julia's desire to get married led to her death.
- (D) The snake that Dr. Roylott intended to use to kill Helen ended up killing him.

Directions: Answer the questions below on the back of this page or on another piece of paper.

9. Make a list of all the clues that Holmes collected.

At what point in the play does Holmes seem to have solved the case? Use text evidence to support your answer.

10. Consider the last line of the play: "Violence

always recoils upon the violent, and the schemer falls into the pit that he digs for another." What does Holmes mean by this?

Back to Basics: Literary Elements and Devices

Identifying the basic elements of a literary work can help you understand it better. Use this activity to help you understand *Sherlock Holmes and the Case of the Speckled Band*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Helen and Holmes, and one other character of your choice: (1) decide whether the character is **major** or **minor**; (2) briefly describe the character, including his or her appearance, personality, and background; and (3) decide whether the character is **static** or **dynamic** and explain why.

A. HELEN is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

B. HOLMES is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

C. is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

He/She is a ☐ **static** ☐ **dynamic** (check one) character. I think so because _____

2. Describe the relationship between Holmes and Watson. How do they interact with each other? _____

3. Describe the role of Old Watson. What is his purpose in the play? _____

4. Give two examples of **indirect characterization** of Dr. Roylott. _____

5. Consider the **characterization** of Sherlock Holmes.

A. Give an example of something Holmes says. What does this line reveal about his character? _____

B. Give an example of something Holmes does. What does this action reveal about his character? _____

Section 2: Setting

6. Briefly describe the **setting**. _____

7. What clues in the illustrations help you determine when the play takes place? _____

Section 3: Theme

8. A **theme** of this play is that the harm you do others will come back and harm you. Explain how the play illustrates this **theme**. Include at least three details to support your answer. _____

Section 4: Mood

9. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain. _____

10. Now explain how the author established the **mood**. Which **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did? _____

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Section 5: Plot

3 CLIMAX: Describe the moment when the problem reaches its greatest intensity. What happens to make this a turning point?

2 RISING ACTION: What happens that causes the situation to escalate, or intensify?

4 FALLING ACTION: What is the solution to the problem? How is it carried out?

1 OPENING: What is the main problem?

5 RESOLUTION: What is the ultimate outcome?

Vocabulary:

Sherlock Holmes and the Case of the Speckled Band

Directions: Read the definitions and example sentences below. Then add two other words from the play.

- 1. autopsy (AW-top-see)** *noun*; examination of a dead body to try to determine the cause of death

example: The autopsy showed that Mr. Smith died of natural causes.

- 2. avail (uh-VAYL)** 1. *verb*; bring about or gain; 2. *noun*; advantage or use

example 1: Miranda's hard work availed her an A on the exam.

example 2: As the winning number was read, Larry sadly realized he had purchased 50 raffle tickets to no avail.

- 3. brood (BROOD)** 1. *verb*; to think or worry moodily; 2. *noun*; a family of offspring or young

example 1: Jonas has been brooding all through dinner because it's his night to do the dishes.

example 2: At age 6, Francis is the youngest of the Henderson brood.

- 4. provision (proh-VIZH-uhn)** 1. *noun*; a condition or requirement in a legal document; 2. *noun*; a stock of needed supplies; 3. *verb*; to supply with something, especially food, drink, or equipment

example 1: Mrs. Jefferson's will contained a provision that a school be given money in her name.

example 2: We carried enough provisions in our backpack to last the entire camping trip.

example 3: Before Juli and Eric left for the beach, their mother provisioned them with plenty of sunscreen and water.

- 5. ventilator (VEN-tuh-lay-tor)** *noun*; a device or opening in a room that replaces stale air with fresh air

example: "We have to install some kind of ventilator in the kitchen," Cynthia said. "It's so stuffy!"

- 6.** _____ (_____) _____ ; _____

example: _____

- 7.** _____ (_____) _____ ; _____

example: _____

PLAY: *Sherlock Holmes and the Case of the Speckled Band* • SKILL: Vocabulary Acquisition, page 2 of 2

Vocabulary Practice:

Sherlock Holmes and the Case of the Speckled Band

Directions: Fill in the circle next to the best answer to each question.

1. Select the sentence that uses a form of the word **avail** correctly.
 - Ⓐ The extra cash from Pam's summer job availed her the ability to buy a new laptop.
 - Ⓑ If I had a yacht, I'd avail into the sunset.
 - Ⓒ The availing baby's cries were so loud I could hardly think.
 - Ⓓ "If you don't avail yourself, you'll never succeed," my teacher warned me.
2. Who would most likely perform an **autopsy**?
 - Ⓐ a police officer
 - Ⓑ a murderer
 - Ⓒ a doctor
 - Ⓓ a lawyer
3. We had plenty of **provisions** at the party. In other words,
 - Ⓐ several guests arrived unexpectedly.
 - Ⓑ everyone could get enough to eat.
 - Ⓒ we got into a tense debate.
 - Ⓓ we made a mess.
4. What would be the most likely use for a **ventilator**?
 - Ⓐ lighting a theatrical performance
 - Ⓑ purifying the air in a hospital room
 - Ⓒ powering a motor
 - Ⓓ repelling mosquitoes
5. Another word for **brood** is
 - Ⓐ sulk.
 - Ⓑ irritate.
 - Ⓒ frighten.
 - Ⓓ scold.

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

6. Even though we had installed a **ventilator**, the little room in the attic was _____
7. The detective hoped the **autopsy** would _____
8. A **provision** in the town's new law _____
9. Hank hoped we would find the mother robin's **brood** in the nest because he loves _____
10. Though Steph and Leonard arrived early at the movie theater, it was to no **avail** because _____

PAIRED TEXTS: "The History of Yum" • SKILL: Compare and Contrast

Compare Two Texts

Directions: Use details from "The History of Yum" and "The Making of a Candy Hit" to complete this chart.

	Hershey's Milk Chocolate	Reese's Pieces
What was the candy maker's motivation for making it?		
When was the candy introduced?		
Was it similar to or different from candy that already existed?		
What problems did the candy maker face in creating or selling it?		
How did the candy maker solve the problems it encountered?		
What risks, if any, did the candy maker take?		
How did the public react to the candy?		

On a separate sheet of paper, use what you entered in the chart to help you respond to the following:
Imagine that you are starting your own company. What strategies for success can you find in the articles you just read about the Hershey Company?

PAIRED TEXTS: "The History of Yum" and "The Making of a Candy Hit" • SKILL: Reading Comprehension

Paired-Text Quiz

Directions: Read "The History of Yum" and "The Making of a Candy Hit." Then answer the questions below.

1. What is the main purpose of BOTH articles?

- (A) to inform the reader about the history of the Hershey chocolate company
- (B) to teach the reader how to run a candy company
- (C) to persuade the reader to buy Hershey chocolate
- (D) to inform the reader about Reese's Pieces

2. You can conclude that which of the following is a reason for the Hershey Company's success?

- (A) It takes risks.
- (B) It continually offers new products.
- (C) It produces high-quality products.
- (D) all of the above

3. Page 20 says, "America's first candy makers toiled in tiny home kitchens. . . ." Which of the following is a synonym for *toiled*?

- (A) entertained
- (B) labored
- (C) hid
- (D) squeezed into

4. What convinced Milton Hershey that the future of his business was in chocolate?

- (A) His caramel business was struggling.
- (B) He realized that chocolate could be mass-produced to be affordable for Americans.
- (C) He was confident that Americans would like chocolate.
- (D) both B and C

5. Which of the following contains a simile?

- (A) "Dozens of large companies like Hershey's were working to satisfy America's sweet tooth."
- (B) "It looked like Hershey's newest candy might be headed for failure."
- (C) "He was struck by a delectable scent wafting through the air like a heavenly breeze."
- (D) "Hershey watched as their modern machines transformed bitter cacao beans into sweet chocolate candies."

6. The first solid chocolate was produced in the 1850s. Where in "The History of Yum" would it make the most sense to add this information?

- (A) the introduction
- (B) "Who Discovered Chocolate?"
- (C) "A New Venture"
- (D) "Chocolate by the Numbers"

7. The last section of "The History of Yum" is titled "A New Venture." What does *venture* mean?

- (A) kind of candy
- (B) successful business
- (C) recipe
- (D) project or undertaking that is somewhat risky

8. Why did Hershey create Reese's Pieces?

- (A) Hershey wanted to compete with the Mars company.
- (B) Customers were complaining that Reese's Peanut Butter Cups were too big.
- (C) No one was buying chocolate bars anymore.
- (D) Hershey wanted to be involved with movies.

Directions: Write your answers on the back of this paper or type them up on a computer.

9. What kind of person was Milton Hershey? Use supporting evidence from "The History of Yum" and/or "The Making of a Candy Hit" in your answer.

10. What role did the Mars company play in the success of Reese's Pieces?

THE LAZY EDITOR: "What Killed the Birds of Beebe?" • SKILL: Run-on Sentences, page 1 of 2

Run-on Repair

A run-on sentence combines two or more independent clauses incorrectly. (An independent clause is a group of words that contains a subject and verb, and expresses a complete thought—in other words, a sentence.) Consider the following run-on sentence:

Gray clouds rolled in, darkening what had been a bright-blue sky, we still had fun.

"Gray clouds rolled in, darkening what had been a bright-blue sky" and "we still had fun" are both independent clauses—each can stand on its own as a sentence. A comma is not enough to join the two clauses. Following are three ways to correct a run-on sentence:

1. Divide it into separate sentences.
Example: Gray clouds rolled in, darkening what had been a bright-blue sky. We still had fun.
2. Use a comma and a conjunction such as **for**, **and**, **nor**, **but**, **or**, **yet**, or **so**.
Example: Gray clouds rolled in, darkening what had been a bright-blue sky, but we still had fun.
3. Use a semicolon and a transitional word or phrase such as **however**, **moreover**, **furthermore**, **as a result**, **consequently**, **meanwhile**, **first**, **next**, **finally**, or **in addition**.
Example: Gray clouds rolled in, darkening what had been a bright-blue sky; however, we still had fun.

Directions: Rewrite the following run-on sentences, using one of the solutions above.

1. I would love to have a cat or a dog, I'm allergic to their fur.

Correct: _____

2. I go to sleep very late on Saturday nights, I am always really tired on Sundays.

Correct: _____

3. Ali and Phoebe are twins, they are nothing alike.

Correct: _____

4. Carlos reeled in a huge fish, he threw it back in the water.

Correct: _____

5. The creatures arrived in a spaceship from a distant galaxy, they came in peace.

Correct: _____

6. Jackson is running for class president, he has a lot of great ideas on how to improve our school.

Correct: _____

7. Phil ate the leftover pizza, he had some chips and salsa.

Correct: _____

8. Tomorrow Hannah is getting new glasses, she accidentally stepped on her old ones.

Correct: _____

Rambling sentences are related to run-on sentences. Rambling sentences may be grammatically correct, but they go on for too long and cause confusion for the reader. Rambling sentences contain TOO MANY independent clauses joined by conjunctions such as *for, and, nor, but, or, yet, or so*. For example:

After school, Beatriz rides the bus home, and when she gets there she walks her dog, Fluffy, and after she walks Fluffy, she does her homework, and she's usually hungry so she often eats a snack at the same time, and then at 4 o'clock, her mom drives her to dance class, which lasts until 5:30.

Oof! That's an awful lot to pack into one sentence! It would be much easier to read if you turned it into a few shorter sentences. Here's one way to do it:

After school, Beatriz rides the bus home. When she gets there, she walks her dog, Fluffy. Next, Beatriz does her homework. She's usually hungry, so she often eats a snack at the same time. At 4 o'clock her mom drives her to dance class, which lasts until 5:30.

Directions: Rewrite the ramblar below. Break it into several shorter sentences.

Yesterday was my school play, *Peter Pan*, and I had a really big part, I was Peter Pan, and I did a great job and I got a standing ovation at the end of the play, and almost my whole family was there, including my cousins, but my grandma and grandpa weren't there because they live very far away and it would have been really hard for them to get here, yet fortunately the play was recorded, so I'm going to send a DVD to my grandparents so they can see my magnificent performance.

[illegible]

THE LAZY EDITOR: "What Killed the Birds of Beebe?" • SKILL: Punctuating Quotations

Quotation Punctuation

We use quotation marks to show where a quotation, or the exact words of a speaker, begins and ends. Here are some basic rules about the punctuation and capitalization of quotations:

- 1. Quotation marks ALWAYS come in pairs, at the beginning and end of the quotation. If a quote is more than one sentence, use closing quotation marks at the end of the last sentence only.**

Example 1: "We still need to think about decorations for the dance," Jim said.

Example 2: Mark exclaimed, "Close your eyes. I have a surprise for you!"

- 2. A quotation begins with a capital letter.**

Example: Mrs. Henry asked, "Do you all have your pencils ready for the writing activity?"

- 3. If a quoted sentence is divided into two parts by words that tell who is speaking (like *he says* or *I asked*), the second part of the quoted sentence begins with a lowercase letter.**

Example: "Make sure you call," Ellen said, "before the store closes for the day."

- 4. The quotation's ending punctuation goes inside the closing quotation marks.**

Example: Liz asked, "Did you finish your booklet of poetry?"

- 5. A comma separates the quotation from the words that tell who is speaking. When appropriate, a question mark or an exclamation point can be used in place of the comma.**

Example 1: "Writing the speech was more enjoyable than I thought," said Marshall.

Example 2: "Did you have fun writing your speech?" asked Marshall.

Example 3: "I can't wait to write my next speech!" cried Marshall.

- 6. Use single quotation marks for quotations within quotations.**

Example: "Did you hear what Mr. Walton just announced?" whispered Mike. "He said, 'We will have a four-day school week this year.' Do you think it's true?"

Directions: Add punctuation and quotation marks to the sentences below. Circle letters that should be capitalized.

1. The presidential candidate stated "creating new jobs will be my first priority.
2. Are you registered to vote" Marcus asked
3. "You can register to vote" said Diane "before the end of the day."
4. "I heard Coach K. yelling, You are suspended for three games! Then Shane ran out of the room " said Ben
5. Maya exclaimed, "It was such a great day at the beach
6. "Nothing compares to chocolate cake" said Charlotte, except chocolate ice cream maybe
7. Don't forget to watch the Abraham Lincoln documentary Mr. Wright told the class

Let's Agree, Shall We?

A verb should agree with its subject. In other words:

If the subject is singular, use a singular verb, and if the subject is plural, use a plural verb:

Jason *sings* beautifully.

The lion cubs *were* waiting for their mother.

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

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

Alex and Emma *run* fast.

Use a singular verb with sums of money or periods of time:

Ten dollars *is* a good price for that ticket.

Three hours *is* a long time to wait.

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

Grandma or Grandpa *is* going to pick me up tonight.

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

Everyone *is* looking forward to Saturday.

Collective nouns are nouns that describe a group, such as *team*, *committee*, *class*, and *family*. When all the members of the group are doing the same thing, use a singular verb:

Our team *raises* the most money every year.

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

The committee *disagree* on that issue.

Or, insert "members" after the collective noun and use a singular verb:

The committee members *disagree* on that issue.

Directions: In each sentence below, underline the subject and circle the correct verb from the pair of verbs in parentheses. We did the first one for you.

1. The president and his adviser (is/are) meeting in the Oval Office.
2. Ina (isn't/aren't) coming with us to the park because her grandparents are visiting.
3. My parents (has/have) already bought 10 raffle tickets.
4. What classes (do/does) Jess have after lunch?
5. A school of bright-colored fish (was/were) swimming past us while we were snorkeling.

6. One of Emma's little brothers (has/have) seen every Harry Potter movie 10 times.
7. A few of Sajit's cousins (was/were) at the reunion.
8. Everybody (hope/hopes) the Cougars will win on Saturday.
9. The freckles on Annie's face (seem/seems) to have multiplied.
10. My brother's swim coach (want/wants) him to practice before school every morning.
11. I'm not sure if Brett or Sam (is/are) going to play the lead role on Saturday.
12. Twenty minutes (is/are) about the standard amount of time to wait for a delivery.

Directions: In each sentence below, circle the subject that agrees with the verb. We did the first one for you.

13. My (nose/nose and throat) is itchy.
14. (One/Many) of Althea's friends plays drums in the marching band.
15. The (kitten/kittens) like to play in the laundry basket.
16. (She/They) has \$20 to spend at the bookstore.
17. Jeremy's (family/brother and sister) is really nice.
18. When the bell rings, (the class/the students) leap up from their seats.
19. (Nobody/Two of my friends) likes scary movies.
20. (Rufus/Rufus and Frannie) meow at me every time I walk by.

Don't Forget the Comma!

Introductory clauses and phrases do what they sound like they do: They introduce something. In other words, they set the stage for the main action in a sentence. Introductory clauses and phrases cannot stand alone; their meaning is dependent on the rest of the sentence. Here are some examples:

These are introductory **clauses** because they have both a subject and a verb.

→ When he received his final grades, Jacob jumped for joy.

→ If the weather doesn't change for the worse, we can go on a bike ride.

These are introductory **phrases** because they DO NOT have both a subject and a verb.

→ To stay in shape, Abby exercises every day for at least 45 minutes.

→ Upon discovering the latest clue, Evan was able to solve the mystery.

Introductory phrases and clauses should be followed by a comma. Look again at the examples above. See how a comma follows each underlined phrase or clause?

Directions: Insert the missing comma after the introductory clause or phrase in each sentence below.

1. After looking for weeks I finally found my watch at the bottom of the laundry hamper.
2. As soon as the temperature reaches 70 degrees I start wearing shorts and flip-flops.
3. Not much of a sports fan Jim found the conversation boring.
4. Although she had a test the next day Ana went to the movies instead of studying.
5. Before agreeing to baby-sit my little brother I asked my parents what time they'd be home and how much they'd pay me.
6. If you want to make a varsity team you must be very committed to your sport and practice all the time.
7. To get the discount you have to reserve a room for a minimum of three nights.
8. Because of his fear of elevators Bruno climbs seven flights of stairs every day to get to his office.
9. Since his death in 1890 Vincent van Gogh has become one of the most famous painters in the world.
10. Deep in the woods behind the house a snake slithered through the freshly fallen leaves.

Terrific Transitions

Transitions are the glue that holds your writing together. They build bridges from one idea to the next, one sentence to the next, or one paragraph to the next. Transitions can be words, phrases, or entire sentences. Check out these examples:

Example 1: William was an hour late for the party. He couldn't find his left shoe.

Without a transition, it's not clear what these two things have to do with each other.

Possible revision 1: William was an hour late for the party **because** he couldn't find his left shoe.

Possible revision 2: William couldn't find his left shoe. **As a result**, he was an hour late for the party.

A transition helps the reader understand the relationship between William's inability to find his shoe and the fact that he was late.

.....

Example 2: Liz devotes an incredible amount of time to swimming. Every morning, she gets up early to swim before school. Often, she also practices after school. On weekends, she goes to meets. She gets great grades and can always be counted on to have seen the latest hit movie.

Without a transition, the last sentence feels tacked on. There's a big jump from the information about Liz's swimming schedule to the other information about Liz.

Possible revision: Liz devotes an incredible amount of time to swimming. Every morning, she gets up early to swim before school. Often, she also practices after school. On weekends, she goes to meets.

And yet she still finds time to study and to have fun! She gets great grades and can always be counted on to have seen the latest hit movie.

The transition sentence connects the last sentence to the rest of the paragraph.

.....

You don't have to use a transition between every idea or sentence (sometimes the relationship is obvious), but in general, you should use transitions between paragraphs. There are many, many transitional words and phrases. See *Scope's* handout "Great Transitions" for a list of some of them.

Directions: Add a transition to each set of sentences. You can use transitions listed on "Great Transitions" or any others that you know.

1. She studied for hours. She was sure she would do well on the test.

Revision: _____

2. I'll go to the store. I'll stop by to visit Moses at work.

Revision: _____

3. Emma sees a lot of movies. She never saw *The Hunger Games*.

Revision: _____

4. It seemed like class would never end. The bell rang.

Revision: _____

5. Robert is always cheerful. Yesterday, he broke his finger, and he was smiling on his way to the hospital!

Revision: _____

6. Gina totally beat me at chess. I hardly ever play. She plays it with her grandpa five times a week.

Revision: _____

Directions: Rewrite the paragraphs below, adding transition words, phrases, or sentences where you think they would improve the flow of the writing. You can also edit, combine, or rearrange the sentences.

Many people are afraid of spiders. Spiders don't deserve their bad reputation! Some species, like the brown recluse and the black widow, are very poisonous. Most species are not harmful to humans. Spiders usually don't bite unless they feel threatened. Spiders reduce pest populations.

Spiders are not insects. They are closely related. They are members of the arachnid family, which includes scorpions, mites, and ticks. Insects have three body sections and six legs. Arachnids have two body sections and eight legs.

You Write It

Turning an Interview Into an Article

Directions: Follow the steps below to turn our interview with Meghan Vogel into an article.

1 The headline "Compassionate Competition" tells you the main idea of the interview—and what the main idea of your article should be. **Write the main idea, in your own words, as a complete sentence.**

2 Rewrite each question-and-answer pair as one paragraph. Your paragraphs should be written from the third-person point of view (using *he*, *she*, or *they* to refer to people—never *I* or *we*). You should paraphrase, or rewrite in your own words, what Meghan says. We did the first paragraph for you. (The first paragraph should include important information from the photo caption as well.)

Paragraph 1: Meghan Vogel is an 18-year-old star runner from West Liberty, Ohio. She
made national news after helping a fallen opponent cross the finish line during a race at
the state championship track meet.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 4: _____

Paragraph 5: _____

Paragraph 6: _____

Paragraph 7: _____

3 Choose two sentences from what Meghan said in the interview to use as direct quotes in your article.
A direct quote is made up of another person's exact words.

Direct Quote 1: _____

Direct Quote 2: _____

Note that when you include direct quotes in your article, you must put them in quotation marks, and you must make clear who is saying them. Here are three examples of how to do that:

1. "It was pretty overwhelming," Meghan says about the reactions of coaches and reporters.
2. Meghan reflects, "I'm just a kid who helped another kid."
3. "I did what I thought was right. And I'm OK with that," Meghan declares.

4 Pick out the information that you find most interesting in the interview. You might choose, for example, Meghan's belief that she'll "always be able to be compassionate."

The information I find most interesting is:

5 Now it's time to put it all together. Write your article on a separate sheet of paper or type it up, following the guidelines below.

Opening Paragraph:

- Use your first sentence to grab the reader's attention. You can do this by stating something that is surprising, interesting, or moving. *Hint:* What did you write in Step 4?
- Be sure to let readers know what the article is going to be about. In other words, state the main idea of the article.

Body Paragraphs:

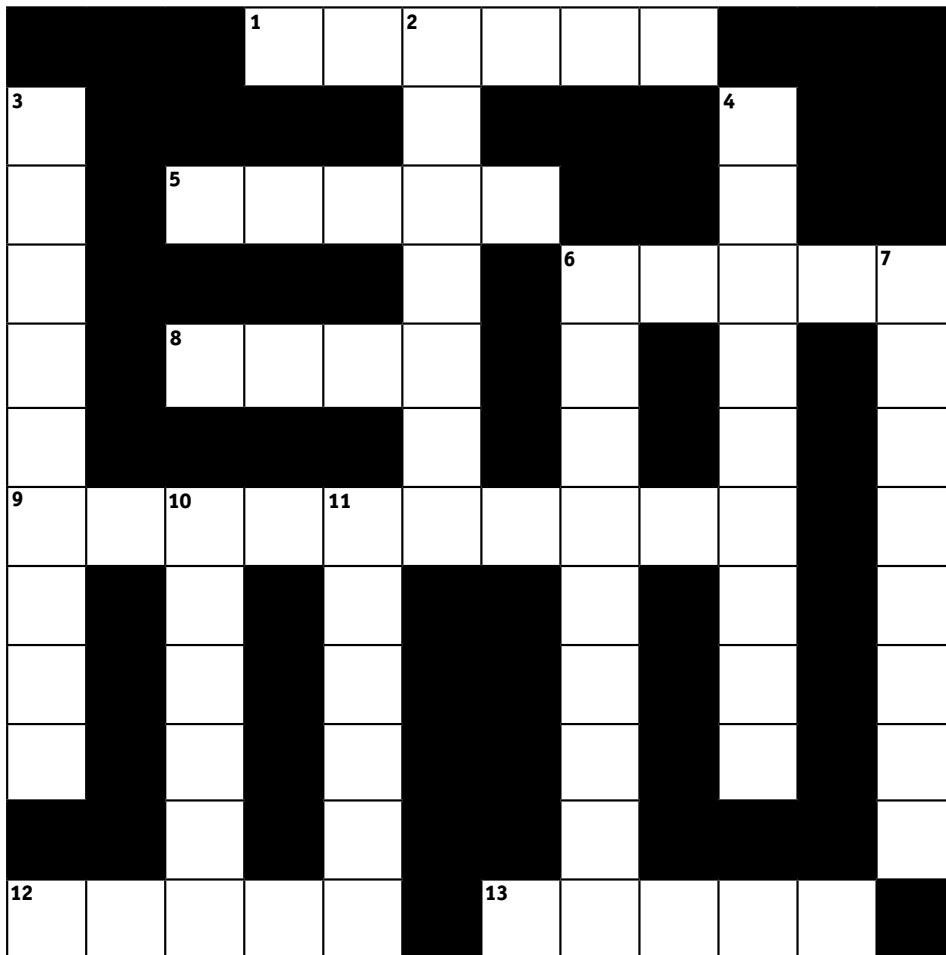
- Your paragraphs should flow smoothly from one to the next. You may need to write transition sentences at the beginnings of some paragraphs.
- Don't forget to include the direct quotes that you chose in Step 3.

Conclusion:

- Wrap it all up. End your article with a strong sentence that will give your readers something to think about. One option is to end with a quote. Another is to refer to your hook from the opening paragraph.

Scope Crossword Puzzle

Directions: Use the September 24, 2012, issue of *Scope* to help you complete the crossword.



ACROSS

1. The prefrontal ____ is not fully developed in a teenager's brain.
5. Autopsies revealed that blunt ____ trauma killed the birds of Beebe.
6. a practice of the plan to be followed in an emergency
8. The makers of M&M's worried that the movie *E.T.: The Extra-Terrestrial* might ____.
9. Meghan Vogel knows that her ____ will last a lifetime.
12. Milton Hershey was first drawn to chocolate because of its ____.
13. a venomous snake

DOWN

2. Candy companies work for years to perfect these.
3. the kind of storm that can cause a tornado
4. Sherlock Holmes is a master at catching ____.
6. synonym for destroyed, wiped out (*hint: see page 6*)
7. It may seem odd, but this is a common reaction to violence.
10. the reason someone commits a crime
11. There has been a tremendous ____ of research into whether aliens exist.