

Adverse vs. Averse

The words **adverse** and **averse** are often confused and misused. Figuring out which one to use is often as easy as determining whether you're talking about a thing or a person.

If you describe something as **adverse**, you mean it is bad, harmful, or unfavorable. *Adverse* is usually used to refer to things rather than to people.

Examples:

People were advised not to drive during the blizzard because of adverse conditions on the roads.

The drought is having an adverse effect farmers.

If you are **averse** to something, you have a strong dislike of it or are unwilling to do it. *Averse* is usually followed by the word *to*.

Examples:

Keisha doesn't want to switch schools because she is averse to change.

Our cat Norma Jean is seriously dog-averse.

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

1. Kaitlin doesn't like pink, but she's not **adverse/averse** to wearing purple.
2. Between the rain, the raccoons, and the rotten food, Jessie was fed up with the **adverse/averse** circumstances during the camping trip. She decided to go home early.
3. I already saw that movie, but I am not **adverse/averse** to seeing it again.
4. My little brother is completely **adverse/averse** to vegetables. He wants to eat only macaroni and cheese.
5. **Adverse/Averse** winds caused the boat to sail off course.
6. Mrs. Abernathy did not like discussing the **adverse/averse** events that led to her breaking her leg.
7. "No way am I going skydiving!" Angelo exclaimed. "I am way too risk-**adverse/averse** for that!"

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

8. Leaving the oven on while you're out of the house can have _____ consequences.
9. Protesters claim that the new housing development will have an _____ impact on the environment.
10. "It's not that I'm _____ to exercise," Trish explained. "I just don't like getting sweaty."
11. Jay experienced _____ side effects from the medication.
12. _____

NONFICTION: "The Girl Who Discovered the Dinosaurs" • SKILL: Central Ideas/Inference

Where Do Dinosaur Fossils Belong?

Imagine that your family finds a dinosaur fossil in your yard. What should you do with it? Your options are:
(1) keep it; (2) sell it to a private collector; or (3) give it to science. In this activity, you will explore each option.

Directions: Write down text evidence from "The Girl Who Discovered the Dinosaurs," "Dinosaurs for Sale," and "Into the World of a Paleontologist" that you could use to support the claim at the top of each column. Note your sources. We provided one piece of evidence for you.

| We should keep it. | We should sell it to a private collector. | We should give it to science. |
|--------------------|---|--|
| | | <ul style="list-style-type: none"> Mary Anning's 1811 fossil discovery changed our understanding of the prehistoric world (Tarshis). A new fossil discovery could change our understanding again. |

NONFICTION: "The Girl Who Discovered the Dinosaurs" • SKILL: Writing a Persuasive Letter

Write a Persuasive Letter

Directions: In this activity, you will write a letter to your parents arguing what they should do with a dinosaur fossil discovered in your backyard. Complete the steps below to prepare to write.

1. Research

Draw information from "The Girl Who Discovered the Dinosaurs," "Dinosaurs for Sale," and "Into the World of a Paleontologist." Remember, the more informed you are about the topic, the more effective your letter will be.

2. Choose Your Position

Complete the worksheet "Where Do Dinosaur Fossils Belong?" Then choose your position.

Your parents should (circle one):

keep the fossil

sell the fossil to a
private collector

sell the fossil
to science

donate the fossil
to science

3. Brainstorm Your Argument

To write an effective persuasive letter, you need to get inside your readers' minds. What points would be **MOST** effective in persuading these *particular* people—in this case, your parents—to take the action you desire?

Write points that support your position (and would be convincing to your parents) here:

4. Brainstorm Your Counterargument

Why might your parents disagree with your position? Write their potential concerns here:

Counterargument: What could you say to relieve your parents' concerns?

5. Write a Draft of Your Letter

Write a draft of your letter on a separate piece of paper. Here is a great way to organize your letter:

Write the date.

April 2, 2014

Use an appropriate greeting,
such as "Mom and Dad."

Dear Mom and Dad,

First paragraph: Explain your position—what it is that you want.

Second paragraph: Explain why it's a good idea to make this decision.
Remember to make arguments that will be meaningful *to your parents*.
Use your notes from Step 3.

Third paragraph: Address any concerns your parents might have and
explain why your proposal is still a good idea. Use your notes from Step 4.

Fourth paragraph: Conclude with a call to action. Tell your parents
(politely!) what to do and when to do it. Then thank your parents for
considering your request.

Finish your letter with an
appropriate closing, followed
by your signature.

Love,

Kelly

6. Revise your letter, and write your final draft.

When you're finished, be sure to edit it carefully for spelling, punctuation, and grammar.

Close-Reading Questions

"I Use a Robot to Go to School" and "What Causes Allergies?"

1. What is the purpose of the first paragraph of "I Use a Robot to Go to School"? Why might the author have chosen to start the story this way? (structure)
2. Describe the large picture on page 17. What mood does it convey? What can you infer about Lauren's friends? (mood, inference)
3. Read this line from page 18: "... dairy products can lurk in all sorts of unexpected places ..."
What effect does the word lurk create in this sentence? (word choice)
4. How did Lauren's allergy affect her when she was younger compared with now?
(compare/contrast)

Critical-Thinking Questions

"I Use a Robot to Go to School" and "What Causes Allergies?"

1. What role does Lauren's immune system play in her life-threatening allergy?
2. Explain what you think the author's purpose was in writing "I Use a Robot to Go to School."

NONFICTION: "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Girl Who Discovered the Dinosaurs." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

1. Study the images on pages 4 and 5, and read the **headline**. What do each of the small photos show?

2. Why do you think the editors chose a vertical layout for pages 4 and 5? (That is, why did they turn the images and words around from the way they usually appear?)

3. Examine the other photos in the article and read the captions. What information do they provide?

4. Read the **subheads** throughout the article. Based on your preview of the article, write one or two sentences predicting what you think the article is mainly about.

During Reading

5. Consider this sentence from page 7:

“Scientists were convinced that this animal was lurking somewhere in America.”

A. What does *lurking* mean? (Use context clues to help you. Then check a dictionary.)

B. Why might the author have chosen *lurking* instead of another, similar word?

6. Check (✓) the statement that best describes how the author organizes information in the section “New Ideas.”

The author describes an event and then explains a series of effects caused by that event.

The author describes a problem and then describes steps that were taken to solve the problem.

The author describes a series of events in chronological order.

7. What is the **structure** of the section “A Dazzling World”? Explain.

8. A. Read the article “Dinosaurs for Sale” on page 9. What is it about?

B. What can you infer about the author’s attitude toward private fossil collectors? Explain.

After Reading

9. Write a three- to four-sentence **objective summary** of “The Girl Who Discovered the Dinosaurs.”
(Hint: Think about what you would say to a friend who asks, “What is this article about?”)

10. A **central idea** of “The Girl Who Discovered the Dinosaurs” and two pieces of **supporting evidence** are below. In the space provided, write another piece of evidence from the story that supports the central idea.

| | | |
|---|---|--------------------|
| Central Idea Before Mary’s discovery, most people were not aware that animals could become extinct. | | |
| Evidence #1 “Few accepted the idea that an animal could become extinct.” (p. 6) | Evidence #2 “. . . Many believed that fossil skeletons were the remains of animals that still existed but were tucked away in the far-off corners of the world.” (p. 7) | Evidence #3 |

11. Below are three pieces of **supporting evidence** for a central idea of “Dinosaurs for Sale.” In the space provided, write a **central idea** that this evidence supports.

| | | |
|---|---|--|
| Central Idea | | |
| Evidence #1 “Today, many prized fossils are going not to museums but into the homes of wealthy fossil collectors . . .” | Evidence #2 “Once a fossil is in private hands, it is often lost forever to science.” | Evidence #3 “For now, the Dueling Dinosaurs are locked away—and so are the secrets they might reveal.” |

NONFICTION: "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale" • SKILL: Nonfiction Reading

Read, Think, Explain

Identifying Nonfiction Elements

Use this activity sheet with "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

Before Reading: Text Features

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

2. Study the images on pages 4 and 5. Describe them.

3. Why do you think the editors chose a vertical layout for pages 4 and 5? (That is, why did they turn the images and words around from the way they usually appear?)

4. What does the As You Read box tell you to think about?

5. Examine the images on pages 6 and 7. What do they show?

6. Look at the picture on page 8. What does it show?

7. What do you think this article will be mostly about?

During Reading

8. Consider this sentence from page 7:

“Scientists were convinced that this animal was lurking somewhere in America.”

A. Check (✓) the box with the correct definition of *lurking* as it is used in the sentence from the article.
(Check a dictionary if you’re not sure.)

walking

wandering

hiding

B. Why might the author have chosen *lurking* instead of another, similar word?

9. The author organizes the section “New Ideas” using cause and effect. Read the following cause. Then write two effects in the space provided:

Cause: Mary discovered a fossil buried at the beach.

Effect 1: _____

Effect 2: _____

10. A. Read the article “Dinosaurs for Sale” on page 9. What is it about?

B. What can you infer about the author’s attitude toward private fossil collections?

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After Reading

11. Below is a sample of an **objective summary** of “The Girl Who Discovered the Dinosaurs.” It contains some information that it shouldn’t, such as personal opinions and unnecessary details. Read the paragraph, then cross out any information that should not be included. We’ve crossed out one piece of unnecessary information for you.

In the early 19th century, ~~way back before cars and computers~~, people didn’t know about dinosaurs. When strange fossils were discovered, it was assumed that the fossils were bones of creatures that still lived on Earth somewhere. Everything changed in 1811 when a 12-year-old girl named Mary found the bones of a 17-foot-long creature on a beach in England. It was really cold on the beach and she only had a thin coat to keep her warm. Mary’s discovery changed the world. I mean, totally changed it. Scientists could see that this skeleton belonged to an animal that no longer existed. They understood for the first time that it was possible for animals to become extinct. (It’s weird that people did not know this, right?) This brought on the birth of paleontology, which is the study of fossils. Even though Mary was given credit for finding the skeleton, she was never accepted in the scientific world because she was a woman. That is so unfair!

12. Below is a **central idea** of “The Girl Who Discovered the Dinosaurs.” Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.

| | | | |
|---|---|---|--|
| Central Idea Before Mary’s discovery, most people were not aware that animals could become extinct. | | | |
| Evidence #1 “Few accepted the idea that an animal could become extinct.” (p. 6) | Evidence #2 “... many believed that fossil skeletons were the remains of animals that still existed but were tucked away in the far-off corners of the world.” (p. 7) | Evidence #3 “Scientists were convinced that this animal was lurking somewhere in America.” (p. 7) | Evidence #4 “Over the next few decades, Mary made several more important fossil discoveries.” (p. 8) |

NONFICTION: "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale" • SKILL: Test Prep

"The Girl Who Discovered the Dinosaurs" Quiz

Directions: Read "The Girl Who Discovered the Dinosaurs" and "Dinosaurs for Sale." Then answer the multiple-choice questions below.

1. The author of "The Girl Who Discovered the Dinosaurs" would most likely agree that

- (A) piecing together fossilized bones is the only way to discover what dinosaurs looked like.
- (B) Greek and Roman mythology would not exist if ancient people had not found fossils.
- (C) studying fossils can teach us a lot about the natural world.
- (D) most scientists in the 1800s were uneducated.

2. Which quote from the article best supports your answer to question No. 1?

- (A) "The world's most respected scientists believed that Earth was only about 6,000 years old."
- (B) "These discoveries also offer clues that can help us understand our world and, especially, our environment . . ."
- (C) "It's likely that many of the giants and monsters from ancient myths were in fact inspired by fossil discoveries."
- (D) "Discoveries of fossilized skin and muscle are helping paleontologists create clearer pictures of the prehistoric world."

3. What is the meaning of the word *fantastic* as it is used in the following sentence?

"Mary's creature came from a place far more fantastic than any book."

- (A) excellent
- (B) exotic
- (C) absurd
- (D) imaginary

4. The author mentions President Thomas Jefferson in order to

- (A) explain why Mary decided to search for fossils.
- (B) support the claim that fossils can be found in America.
- (C) provide an example of the belief that dinosaur fossils came from animals that still existed.
- (D) prove how important the study of fossils is.

5. What is the purpose of this sentence on page 7?

"For months, she returned to the beach every day, braving roaring waves and falling rocks."

- (A) It illustrates the theme that nothing great can be achieved without hard work.
- (B) It emphasizes how dedicated Mary was.
- (C) It shows how much Mary enjoyed taking risks.
- (D) It helps develop the idea that people should not take credit for others' discoveries.

6. According to "Dinosaurs for Sale," some fossil collectors

- (A) will never donate their collections to museums.
- (B) would rather show off fossils than study them.
- (C) are willing to spend millions on rare fossils.
- (D) all of the above.

7. Which of the following is a key reason why fossils have become so expensive?

- (A) Only a few fossils are left to be found.
- (B) People who find them refuse to sell them.
- (C) Private collectors have driven the prices up.
- (D) Most fossils sold now are *Tyrannosaurus* skulls.

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

8. During her life, Mary Anning never received the respect she deserved. Does "The Girl Who Discovered the Dinosaurs" support this claim? Use text evidence in your response.

9. How does the author develop the idea that Mary's discovery changed the world? Include details from the text to support your answer.

Video-Discussion Questions

"Beyond the Story: Into the World of a Paleontologist"

Directions: Be sure to consider the narration, footage, images, and music as you answer the following questions.

1. Lauren refers to some dinosaurs as "superstars." What does she mean by this? Why might some species be considered superstars while others are not?
2. Lauren says, "Like pieces in a gigantic jigsaw puzzle, each scientist's research contributes more to our understanding of Earth's natural history." How does the video support this claim?
3. After watching the video and reading the article "Dinosaurs for Sale," what do you imagine is Dr. Butts's opinion of private fossil collections?
4. How has the world of paleontology changed since the days of Mary Anning? Consider what you learned in the video as well as the article "The Girl Who Discovered the Dinosaurs."

NONFICTION: "The Girl Who Discovered the Dinosaurs" • SKILL: Vocabulary Acquisition

Vocabulary:

"The Girl Who Discovered the Dinosaurs"

Directions: Read the following definitions and example sentences. Then add one word of your own.

- 1. auction (AWK-shuhn)** *noun*; a sale in which goods or property are sold to the highest bidder—that is, to the person who offers the most money
example: Mr. and Mrs. Ross got that painting at an auction. Their winning bid? Ten million dollars!
- 2. carnivorous (kahr-NIV-er-uhs)** *adjective*; feeding on other animals; meat-eating
example: The venus flytrap, which eats small insects, is a carnivorous plant.
- 3. embed (em-BED)** *verb*; 1. to enclose in a surrounding mass; 2. to contain or incorporate as an essential part or characteristic
example 1: Darren found a splinter embedded in his finger after he climbed an old, wooden ladder.
example 2: A love of nature is embedded in the author's novels, which are all set in the wilderness.
- 4. paleontology (pay-lee-uhn-TOL-uh-jee)** *noun*; the field of science that deals with ancient forms of life through the study of fossils
example: Jennifer is fascinated by paleontology; she is always reading books about dinosaurs.
- 5. remnant (REM-nuhnt)** *noun*; a piece or part of something that is left over; a trace that remains
example: Jordan and his mom looked over the remnants of their yard sale: a couple of old T-shirts, a chipped bowl, and that creepy mermaid statue they'd found in their attic. Everything else had sold.
- 6. specimen (SPES-uh-muhn)** *noun*; a sample used to stand for a whole group, often for study
example: "This plant is incredible!" exclaimed the scientist, as he studied the specimen under the microscope.
- 7. trove (trohv)** *noun*; a collection of objects
example: Angelo has quite a trove of seashells. He's been collecting them from the beach near his house for the past five years.
- 8. unearth (uhn-URTH)** *verb*; 1. to dig something up; 2. to find, discover, or uncover something
example 1: Myra was planting flowers in her backyard when she unearthed a rare coin.
example 2: The detective unearthed a big clue that led him to the thief's hideout.

9. _____ (_____) _____ ; _____

example: _____

NONFICTION: "The Girl Who Discovered the Dinosaurs" • SKILL: Vocabulary Acquisition

Vocabulary Practice: "The Girl Who Discovered the Dinosaurs"

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

1. Which of the following could best be described as **carnivorous**?

- Ⓐ an oak tree Ⓒ a hamburger
Ⓑ a rabbit Ⓓ a tiger

2. Which of the following would a **paleontologist** most likely study?

- Ⓐ knights of the 1600s
Ⓑ bald eagles in Canada
Ⓒ ruins from ancient Greece
Ⓓ plants that lived millions of years ago

3. Choose the word that best completes this sentence:

The doctor examined a(n) _____ of Ed's blood.

- Ⓐ remnant Ⓒ specimen
Ⓑ auction Ⓓ none of the above

4. Which of the following is NOT an example of something that is **embedded**?

- Ⓐ seeds within a pumpkin
Ⓑ fossils encased in rock
Ⓒ clues in a mystery novel
Ⓓ the sun setting behind a mountain

5. Which of the following could NOT be described as a **trove**?

- Ⓐ a collection of priceless jewels
Ⓑ a chest of family photographs and scrapbooks
Ⓒ your favorite dessert
Ⓓ a library full of rare books

6. Which of the following could best be described as a **remnant**?

- Ⓐ a tool left behind by an ancient civilization
Ⓑ a new iPhone
Ⓒ math homework
Ⓓ a trophy you hope to win

7. Choose the word that best completes this sentence:

Brenda decorated her rooms with statues and paintings that she purchased at a(n) _____.

- Ⓐ trove Ⓒ remnant
Ⓑ auction Ⓓ specimen

8. Which word is an antonym of **unearth**?

- Ⓐ conceal Ⓒ excavate
Ⓑ reveal Ⓓ expose

Directions: Choose two of the vocabulary words listed on the first page of this activity. Write an example sentence for each one.

9. _____

10. _____

Dino Contest

Imagine that you and your parents found a dinosaur fossil in your backyard.

Write a letter to persuade them what to do with it. Support your argument with information from “The Girl Who Discovered the Dinosaurs” and “Dinosaurs for Sale.” Five winners will get *Tim: Defender of the Earth* by Sam Enthoven.

Entries will be judged on:

⇒ a clear central idea

⇒ effective use of supporting
evidence

⇒ good organization and transitions

⇒ originality

⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com

Or mail to: Dino Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 15, 2014!

Exploring Theme

Words play an important role in *The Book Thief*, from the books Liesel steals to the Nazis' speeches and book burnings. In this activity, you will analyze the role that words play in the story and determine what big idea about words the play conveys.

Directions: Fill in the chart below. Explain what each item in the far left column represents or means to Liesel Meminger, to Max Vandenburg, and to the Nazis. We filled in some answers for you.

| | Liesel Meminger | Max Vandenburg | Nazis |
|--------------------------------------|--|--|--|
| <i>Mein Kampf</i> | Hitler, whom she and her family hated; a threat to her friend Max; when Max painted its pages, it became a journal for her to express herself and represented the bond between her and Max | | |
| banned books | | extermination of his people, because Nazis were burning books written by Jewish authors; also hope and life, because Liesel read banned books to him while he was sick | |
| Herr Hermann's speech at the bonfire | | | power; control; building support for Nazi ideas; loyalty to the Nazi party |

Answer the following on the back or on a separate sheet of paper.

1. Look at what you wrote in the "Nazis" column. How did the Nazis use words to control people?
2. Look at what you wrote in the "Liesel" column. What role did words play in her life?
3. Look at what you wrote in the "Max" column. How did words both threaten and help Max?
4. What theme about words does this story convey?

DRAMA and NONFICTION: *The Book Thief* and “The Boys Who Fought the Nazis” • SKILL: Theme

Exploring Theme

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| banned books | | extermination of his people, because Nazis were burning books written by Jewish authors; also hope and life, because Liesel read banned books to him while he was sick | |
| Herr Hermann’s speech at the bonfire | | | power; control; building support for Nazi ideas; loyalty to the Nazi party |

Answer the following on the back or on a separate sheet of paper.

1. Look at what you wrote in the “Nazis” column. How did the Nazis use words to control people?
2. Look at what you wrote in the “Liesel” column. What role did words play in her life?
3. Look at what you wrote in the “Max” column. How did words both threaten and help Max?
4. What theme about words does this story convey?

Words also play an important role in “The Boys Who Fought the Nazis.” On this page, you will consider the role of words and information in that text, then determine what theme about words is shared by both “The Boys Who Fought the Nazis” and *The Book Thief*.

Directions: Fill in the chart below. Explain what each item in the far left column represents or means to Karl, Rudi, and Helmuth, and to the Nazis. We filled in some answers for you.

| | Karl, Rudi, and Helmuth | Nazis |
|----------------------|---|----------------------|
| news broadcasts | foreign broadcasts meant truth and represented Hitler’s lies to the German people; news broadcasts inspired the boys to take action against the Nazis | |
| Hitler’s speeches | | |
| pamphlets and fliers | | a threat; opposition |

- Answer the following questions on the back or on a separate sheet of paper.
- Why was controlling information important to the Nazis?
 - Why was distributing information important to Karl, Rudi, and Helmuth?
 - What central idea about information is conveyed in this article?
 - Consider “The Boys Who Fought the Nazis” and *The Book Thief*. What theme about words is conveyed in both texts? Remember, a theme is a universal truth that goes beyond the details of the story or article.

Close-Reading Questions

"The Horror of Nazi Germany"

1. The author writes that Hitler and the Nazis ruled with "total control." What details in the text demonstrate that control? (supporting evidence)

2. To *dehumanize* means to treat someone as if he or she is not a human being. What detail in the text tells you Hitler dehumanized Jewish people? Why might he have done this? (supporting evidence)

Critical-Thinking Questions

The Book Thief

1. The Hubermanns are not Jewish, but their lives are profoundly affected by the Nazis. How?

2. What do books represent to Liesel? What do books represent to the Nazis?

DRAMA: "The Horror of Nazi Germany" and *The Book Thief* • SKILL: Test Prep

The Book Thief Quiz

Directions: Read "The Horror of Nazi Germany" and *The Book Thief*. Then answer the questions below.

1. Which word best describes the author's view of the Nazis in "The Horror of Nazi Germany"?
 (A) perplexed (B) condemning (C) forgiving (D) neutral
2. Which sentence best demonstrates that view?
 (A) "This period is one of the most horrifying in history."
 (B) "Many Germans embraced Hitler and joined the Nazis."
 (C) "After their defeat in World War I, many Germans felt humiliated and angry."
 (D) "Anti-Semitism, or hatred of Jewish people, had existed in Europe for centuries."
3. Text on page 11 states that "Hitler fanned the flames of these old prejudices." What literary device is used here? What does it convey?
 (A) a simile; it conveys that Hitler tried to put out prejudices like you would put out a fire
 (B) a metaphor; it conveys that Hitler stirred up people's hate the way oxygen feeds a fire
 (C) hyperbole; it conveys that Hitler's prejudices were greatly exaggerated
 (D) personification; it conveys that prejudice is like someone lighting a fire
4. Why is Death's first speech important to the play?
 (A) It encourages the reader to care about Liesel.
 (B) It introduces the play's antagonist.
 (C) It explains what happened to Liesel's parents.
 (D) It demonstrates the cruelty of Death.
5. In Act 2, Scene 1, why is Liesel "very nervous" as she enters Ilsa's house?
 (A) Liesel is worried that Ilsa is going to punish her for saving the book from the Nazi bonfire.
 (B) Liesel is extremely shy.
 (C) Liesel is worried that Ilsa wants her money back.
 (D) Liesel stole a book from Ilsa.
6. In Act 1, Scene 1, what does Herr Hermann mean when he says, "Now we must purify from within"?
 (A) Germans should read only things written by Hitler.
 (B) German homes should be very clean.
 (C) Germans should rid their culture of anything that does not align with Nazi beliefs.
 (D) Germans should no longer read newspapers.
7. In Act 1, Scene 3, Rosa says, "If even one neighbor suspects . . ." This implies that
 (A) the Hubermanns dislike their neighbors.
 (B) the Gestapo are looking for Max.
 (C) the Hubermanns' neighbors are in the SS.
 (D) people could trust no one.
8. Which conclusion is BEST supported by both the play and the informational text?
 (A) Germans were eager to blame their problems on Jewish people.
 (B) Reading provides an escape from reality.
 (C) Germans who did not support Hitler lived in constant fear.
 (D) Many books were banned in Nazi Germany.

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

9. Consider the gift Max gives Liesel as he leaves the Hubermanns' home. What makes this gift so meaningful to both Max and Liesel?
10. Author Somerset Maugham once said, "To acquire the habit of reading is to construct for yourself a refuge from almost all the miseries of life." What does this quote mean? How does it apply to *The Book Thief*?

Video-Discussion Questions

"Behind the Scenes: The Boys Who Fought the Nazis"

1. How does author Kristin Lewis help the reader connect to the subject matter? Do you think this is an effective technique?
2. What effect does the music have on the mood of the video? What other sounds can you hear? How do they contribute to the video's impact?
3. Which details in the video support the idea presented in "The Boys Who Fought the Nazis" that "many Germans embraced Hitler and the Nazi Party and all it stood for"?

Close-Reading Questions

"The Boys Who Fought the Nazis"

1. What purpose do the first three paragraphs of the article serve? Why do you think the author chose to begin this way?
2. The author claims, "In all of human history, few regimes have been more profoundly evil than Hitler's Nazi Germany." What evidence does she give to support this claim?
3. On page 7, referring to the boys listening to Helmuth's radio, the author writes, "What followed would change the course of Karl's life, as well as the lives of his friends." How did the radio change their lives?

Critical-Thinking Questions

"The Boys Who Fought the Nazis"

1. According to the article, what factors contributed to Hitler's rise to power?
2. What was the boys' form of resistance? Why do you think the Nazis found it so threatening?
3. What purpose did the Young Folk and Hitler Youth serve?
4. Consider the consequences Helmuth, Rudi, and Karl suffered for their resistance. Why do you think Karl said he would do it again?

Connecting Texts

"The Boys Who Fought the Nazis" and *The Book Thief*

1. In what way does Liesel defy the Nazis in *The Book Thief*? How is her defiance similar to what Helmuth, Rudi, and Karl did?
2. How are Liesel's parents similar to Karl's parents?
3. How does the Nazi parade and Herr Hermann's speech in *The Book Thief* support the information in the section "Swept Up"?
4. How does reading *The Book Thief* help you better understand the conditions that Helmuth, Rudi, and Karl were living under?

DRAMA: *The Book Thief* • SKILL: Literary Elements and Devices

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 *The Book Thief*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

Section 1: Characters

1. For the characters of Liesel and Max, 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. LIESEL is a ☐ **major** ☐ **minor** (check one) character.

Description: _____

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

B. MAX 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. What can you infer is the reason Ilsa shares her library with Liesel?

3. Consider the **characterization** of Hans Hubermann.

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

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

Section 2: Setting

4. Where does the play take place?

5. During what span of years does the play take place? _____

6. Describe what was going on during that time in that place.

7. How are the Hubermanns different from many of the other people who live in their town?

Section 3: Mood

8. What is the **mood** of the play? Does it stay the same throughout the play, or does it change? Explain how the author establishes the **mood**. (Hint: Think about which examples of **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did while reading the play.)

Section 4: Plot and Structure

9. Consider the role of the Historian.

A. What kind of information does the Historian provide? What is the Historian’s purpose in the play?

B. How does the Historian differ from the Narrators?

10. Consider the role of Death.

A. What is Death’s purpose in the play?

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B. How does Death differ from the Narrators and the Historian?

11. Why do you think the author included a prologue and an epilogue? What purpose do they serve?

Section 6: Symbolism

12. Consider Max's copy of *Mein Kampf*.

A. What does *Mein Kampf* represent to the Nazis?

B. How does the book help Max survive?

C. Why does Max paint over the book's pages?

D. What does the book represent to Liesel at the end of the play?

DRAMA: *The Book Thief* • SKILL: Vocabulary Acquisition

Vocabulary:

"The Horror of Nazi Germany" and *The Book Thief*

Directions: Read the following definitions and example sentences. Then add two words of your own.

1. **genocide (JEN-uh-sahyd)** *noun*; the deliberate killing of many people belonging to a particular racial, political, or cultural group
example: The dictator ordered the slaughter of everyone who did not practice his religion. Now he is on trial for genocide.
2. **haggard (HAG-erd)** *adjective*; looking thin and tired, especially from hunger or pain
example: When Kevin emerged from the jungle, we could tell by his haggard appearance that his trek had been challenging.
3. **liberate (LIB-uh-reyt)** *verb*; to set free
example: Our hamster, Niblet, was delighted to be liberated from her cage. She ran around the room like crazy until we finally caught her and put her back.
4. **manifesto (man-uh-FES-toh)** *noun*; a public statement of the beliefs and goals of a person or group
example: The Declaration of Independence is a manifesto proclaiming our freedom from Britain.
5. **scapegoat (SKAYP-goht)** *noun*; a person or group unfairly blamed for something
example: When the hockey team lost another game, their goalie became a convenient scapegoat.
6. **systematically (sis-tuh-MAT-ik-lee)** *adverb*; in a careful, methodical way
example: Brianna dumped all her coins on the table and systematically sorted them by value.
7. **teem (teem)** *verb*; to be full of or have many of (usually followed by *with*)
example: By the end of the afternoon, our picnic basket was teeming with ants.

8. _____ (_____) _____ ; _____

example: _____

9. _____ (_____) _____ ; _____

example: _____

DRAMA: *The Book Thief* • SKILL: Vocabulary Acquisition

Vocabulary Practice:

"The Horror of Nazi Germany" and *The Book Thief*

Directions: In each row, cross out the word that does not belong.

- | | | | | |
|----|---------------|----------------|--------------|--------------|
| 1. | liberate | release | hold | rescue |
| 2. | thoughtlessly | systematically | methodically | meticulously |
| 3. | exhausted | emaciated | haggard | hearty |
| 4. | swarm | retreat | overflow | teem |
| 5. | genocide | preservation | holocaust | massacre |
| 6. | fall guy | sacrifice | criminal | scapegoat |
| 7. | announcement | manifesto | celebration | declaration |

Directions: Complete the sentences using one of the vocabulary words listed in the Word Bank.

WORD BANK

| | | | |
|----------|-----------|----------------|------|
| genocide | liberate | scapegoat | teem |
| haggard | manifesto | systematically | |

8. "What a relief to _____ my feet from these shoes!" Trish exclaimed as she took off her high heels after the dance.
9. Sherlock Holmes _____ studied the clues before solving the case.
10. After his company went bankrupt, the owner looked for a _____ to blame for the failure.
11. This river used to _____ with fish, but now they are scarce.
12. Jackson read his _____ to the class. It convinced many students to vote for him.
13. By the end of the marathon, Amy looked _____. But she also looked proud.
14. It is crucial that historians study _____, so the world can prevent these tragedies from occurring again.

The Book Thief Contest

Why were words so important to Liesel and Max? What big idea about words does this story convey? Use text evidence to support your answer. Five winners will each receive *The Book Thief* novel and Blu-ray.

Entries will be judged on:

- | | |
|--|-------------------------------------|
| ⇒ a clear central idea | ⇒ good organization and transitions |
| ⇒ effective use of supporting evidence | ⇒ originality |
| | ⇒ grammar |

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: The Book Thief Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 15, 2014!

PAIRED TEXTS: "I Use a Robot to Go to School" and "What Causes Allergies?" • SKILL: Author's Purpose and Craft

Author's Purpose and Craft

In this activity, you will compare how two authors approached the same topic in their writing.

Directions: Read "I Use a Robot to Go to School" and "What Causes Allergies?" Then answer the questions below. You will explore author's purpose and craft in preparation for the writing prompt on page 19 of your April 2014 issue of *Scope*.

"I USE A ROBOT TO GO TO SCHOOL" BY SARAH JANE BRIAN

Complete this sentence:

1. The author's purpose for writing "I Use a Robot to Go to School" is

2. Narrative nonfiction is nonfiction that reads like a story. "I Use a Robot to go to School" is narrative nonfiction. Which text details support this statement?

3. Why might the author have chosen a narrative to discuss allergies? How does reading a narrative affect your understanding of allergies?

4. Reread the section "Threats Everywhere." Explain why the author includes the first sentence, "In the U.S., 1 in 13 children under the age of 18 has a food allergy."

5. Although this is a narrative nonfiction article, the author sometimes shifts to informational nonfiction. Identify one shift. What is the author’s purpose for this shift?

“WHAT CAUSES ALLERGIES?”
BY LAUREN TARSHIS

Complete this sentence:

6. The author’s purpose for writing “What Causes Allergies?” is

7. Compare the introduction of this article to the introduction of “I Use a Robot to Go to School.”

8. How would this article have been different if the author had chosen to use a more narrative style?

9. In the first two paragraphs, the author uses a metaphor that compares the immune system to an army. How does this metaphor help the reader understand allergic reactions?



Consider the type of information each author chose to include in her article. What do you learn from reading both articles that you wouldn't learn if you read just one of them? Write your answer in the space below. You do not need to write in complete sentences.

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Close-Reading Questions

"I Use a Robot to Go to School" and "What Causes Allergies?"

1. What is the purpose of the first paragraph of "I Use a Robot to Go to School"? Why might the author have chosen to start the story this way? (structure)
2. Describe the large picture on page 17. What mood does it convey? What can you infer about Lauren's friends? (mood, inference)
3. Read this line from page 18: "... dairy products can lurk in all sorts of unexpected places ..."
What effect does the word lurk create in this sentence? (word choice)
4. How did Lauren's allergy affect her when she was younger compared with now?
(compare/contrast)

Critical-Thinking Questions

"I Use a Robot to Go to School" and "What Causes Allergies?"

1. What role does Lauren's immune system play in her life-threatening allergy?
2. Explain what you think the author's purpose was in writing "I Use a Robot to Go to School."

PAIRED TEXTS: “I Use a Robot to Go to School” and “What Causes Allergies?” • SKILL: Test Prep

Allergy Quiz

Directions: Read “I Use a Robot to Go to School” and “What Causes Allergies?” Then answer the questions below.

1. Which of the following best expresses a central idea of “I Use a Robot to Go to School”?

- (A) Lauren’s allergies are caused by her immune system reacting to a perceived threat.
- (B) Lauren’s allergies make it dangerous for her to go to school, but a remote-controlled robot has helped her have a more normal life.
- (C) Lauren used to feel lonely and isolated at home.
- (D) Lauren’s friends must take precautions when they visit her.

2. Which quote best supports this central idea?

- (A) “Lauren had been thrown into anaphylaxis, a severe allergic reaction.”
- (B) “To keep her safe, they change clothes and wash their hands before they come over.”
- (C) “She was willing to give it a try, though, and quickly became excited by the way the robot . . . allowed her to interact with others.”
- (D) “Lauren was safe, but she missed her friends.”

3. How does the section “A Normal Life” contribute to the article?

- (A) It explains why Lauren is so angry about her allergy.
- (B) It compares Lauren’s life with the lives of other teens.
- (C) It outlines Lauren’s plans for the future.
- (D) It shows Lauren’s resolve to have a full life.

4. The author’s attitude toward Lauren is ____.

- (A) compassionate (C) indifferent
- (B) skeptical (D) enthusiastic

5. What is the purpose of the photograph and caption on page 18?

- (A) to provide an example of another way in which people with severe allergies can cope
- (B) to compare Allergy Alert dogs with the VGo
- (C) to support a claim that for younger kids, Allergy Alert dogs are more effective than robots
- (D) to tell you how good a dog’s sense of smell is

6. In the following sentence, the author likely chose the word *unleashing* to ____.

“But sometimes the allergic response is life-threatening, *unleashing* chemicals that put enormous stress on the body.”

- (A) reveal how many chemicals are released
- (B) emphasize the power and intensity of the chemicals
- (C) conveys the idea that the chemicals can’t be stopped
- (D) stresses that allergic reactions can be fatal

7. In the sentence from the article that appears in question 6, what is the author referring to?

- (A) allergens
- (B) anaphylaxis
- (C) dairy allergies
- (D) Lauren Robinson

8. Both articles make it clear that ____.

- (A) there is no hope for severe allergy sufferers
- (B) doctors can’t prevent severe allergic reactions
- (C) more kids are allergic to peanuts than to milk
- (D) allergies affect more children than adults

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

9. How does the author of “I Use a Robot to Go to School” support the claim that, for severe allergy sufferers, “invisible threats are everywhere”? Use details from the text in your response.

10. What metaphor does the author of “What Causes Allergies?” use to describe the immune system? What is the author telling you about the immune system through this metaphor?

Video-Discussion Questions

"I Use a Robot to Go to School"

1. Lauren says, "Most people find it surprising that Doritos have dairy in them." What does this statement reveal about the challenges of having a severe allergy?
2. The narrator says, "The VGo makes it possible for Lauren to interact with her classmates as if she were sitting right there with them." How does the video support this statement?
3. How would you describe Lauren's attitude toward her allergy, the VGo, and her future? Explain.
4. What information did you learn from the video that is not included in the articles "I Use a Robot to Go to School" and "What Causes Allergies?"?

PAIRED TEXTS: "I Use a Robot to Go to School" and "What Causes Allergies?" • SKILL: Vocabulary

Vocabulary:

"I Use a Robot to Go to School" and "What Causes Allergies?"

Directions: Read the following definitions and example sentences. Then add two more words of your own.

1. **anaphylaxis (an-uh-fuh-LAK-sis)** *noun*; a sudden, severe, life-threatening allergic reaction
example: My little brother accidentally ate a peanut butter cookie and immediately began to experience anaphylaxis.
2. **comprise (kuhm-PRYZ)** *verb*; to include or contain
example: Ms. Williams's class comprises 25 students.
3. **EpiPen (EP-ee-pen)** *noun*; a medical device that can be used to inject a measured dose (or doses) of epinephrine, medicine that treats allergic reactions. An EpiPen is about the size and shape of a Magic Marker and it has a needle at one end.
example: Feeling her throat beginning to swell, Lindsey reached into her backpack for her EpiPen.
4. **pathogen (PATH-oh-jen)** *noun*; something (such as a bacteria or virus) that causes infection or disease
example: The scientists struggled to determine what kind of pathogen was causing the disease.
5. **scrutinize (SKROO-tuh-nyz)** *verb*; to examine or study something very closely
example: The doctor scrutinized the X-ray, looking for signs of injury.
6. **vigilance (VIJ-uh-luhns)** *noun*; the state or quality of being watchful and alert
example: The castle's guards patrolled with extra vigilance after hearing reports that an enemy army was approaching.

7. _____ (_____) _____ ; _____

example: _____

8. _____ (_____) _____ ; _____

example: _____

PAIRED TEXTS: "I Use a Robot to Go to School" and "What Causes Allergies?" • SKILL: Vocabulary

Vocabulary Practice:

"I Use a Robot to Go to School" and "What Causes Allergies?"

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

1. Choose the word closest in meaning to **scrutinize**.
 - Ⓐ glance
 - Ⓑ inspect
 - Ⓒ criticize
 - Ⓓ read
2. Which of the following is an example of **vigilance**?
 - Ⓐ Tim fell asleep in history class.
 - Ⓑ Our dog Max kept his eyes on the front door all night long.
 - Ⓒ My sister kept texting while the documentary she was supposed to watch for homework was on TV.
 - Ⓓ Carl didn't hear the alarm go off when someone entered the house.
3. Carrie has a severe peanut allergy. Which of the following would be most useful to her during an allergy attack?
 - Ⓐ a pathogen
 - Ⓑ anaphylaxis
 - Ⓒ a bottle of water
 - Ⓓ an EpiPen
4. Which of the following is NOT a **pathogen**?
 - Ⓐ a bar of soap
 - Ⓑ a virus
 - Ⓒ a bacterium
 - Ⓓ a germ
5. Which of the following could be a sign of **anaphylaxis**?
 - Ⓐ being able to breathe better
 - Ⓑ improved hearing
 - Ⓒ an itchy rash
 - Ⓓ forgetfulness
6. Which of the following sentences correctly uses the word **comprise**?
 - Ⓐ The sisters comprised and decided to watch a movie they both wanted to see.
 - Ⓑ She comprises her drawing to her classmate's.
 - Ⓒ The French club comprises 15 members.
 - Ⓓ My mom never comprises me to my siblings.

Directions: Underline the boldface word that best completes each sentence below.

7. Over the weekend, Ms. Friedman **scrutinized/comprised** the essays her students had submitted.
8. Melissa did not want to risk having **anaphylaxis/vigilance**, so she stayed away from her friend who was eating peanut butter.
9. A(n) **EpiPen/pathogen** has saved my brother's life three times.
10. Cynthia's dance class **scrutinizes/comprises** people of all ages.

Allergy Contest

Compare how “I Use A Robot To Go To School” and “What Causes Allergies?” present information about allergies. How do the two texts each contribute to your understanding of allergies? Answer in two to three paragraphs. Use text evidence to support your ideas. Five winners will each receive *Peanut*, a graphic novel by Ayun Halliday and Paul Hoppe.

Entries will be judged on:

- | | |
|--|-------------------------------------|
| ⇒ a clear central idea | ⇒ good organization and transitions |
| ⇒ effective use of supporting evidence | ⇒ originality |
| | ⇒ grammar |

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: Allergy Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 15, 2014!

Write an Argument Essay

Directions: Read "Plastic Bags: Convenient and Cruel" on pages 20-21 of the April 2014 issue of *Scope*. Fill in the chart on page 21. Then follow the steps below to write an essay explaining your opinion on banning plastic bags.

STEP 1: DECIDE WHAT YOU THINK

Should we ban plastic bags? Consider what you read in the article, as well as your own viewpoints.

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! Plastic bags are the worst.

☐ No! Plastic bags aren't *all* bad.

☐ _____

STEP 2: FIND YOUR SUPPORT

Which of the items that you wrote in the "Yes" and "No" columns on page 21 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 plastic bags should be banned, summarize the strongest arguments of those who think otherwise. Alternatively, if you think plastic bags should not be banned, summarize the main reasons why some disagree with you.

STEP 4: CRAFT YOUR THESIS

The thesis is where you tell readers what your 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). **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 used a reusable bag instead of a plastic bag.
- 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 your readers if they know what *really* happens to plastic bags after they use them.

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 controversy surrounding plastic bags.

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 plastic bags should be banned. 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 plastic bags.
(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 several 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.

Earth Words

environment

Definition: (noun) *Environment* means "surroundings"—all the things that influence your life, such as the area where you live, your family, and the things that happen to you. But we also use the word *environment* to refer to the natural environment: the world of the land, sea, and air. When we say something is *environmentally friendly*, we mean that it is not damaging to the natural world.

environmentalism

Definition: (noun) work toward protecting the natural environment from destruction or pollution

Words related to the natural environment and environmentalism:

Featured Vocabulary

biodegradable

[bye-oh-dee-GRAY-duh-buhl]

Roots: *bio* (life, living organism) + *degrade* (reduce, weaken) + *able* (having the ability to)

Definition: (*adjective*) capable of decomposing naturally to become part of the earth without doing any harm. Biodegradable items include food waste, paper, wood, and some fabrics.

A banana peel is biodegradable because when it is exposed to light and air, it will decompose in about two months. Once the peel has decomposed, there will be no trace of it. A Styrofoam cup, on the other hand, is not biodegradable, because although it may eventually break into tiny, tiny pieces, it will never completely decompose.

Example: Sophie was horrified to learn that the "microbeads" in her shower gel were not biodegradable. Microbeads are made of plastic and they have been discovered in the world's oceans, where fish and other animals swallow them.

food chain

[FOOD CHAYN]

Definition: (*noun*) A food chain shows how living things rely on each other for food—in other words, who eats whom. Every organism on Earth is part of a food chain.

Example: Harming just one plant or animal in a food chain affects the whole chain. For example: Wolves eat elk, so the disappearance of wolves from Yellowstone National Park led to an increase in the number of elk there. With so many elk around, willow and aspen trees—which elk eat—started to disappear.

landfill [LAND-fil]

Definition: (*noun*) a large area of land where garbage is stacked and covered with earth. To create a modern landfill, a giant hole is dug in the earth. This hole is lined with a layer of clay and/or a layer of plastic. These linings prevent waste and *leachate*, a liquid formed by decomposing waste, from leaking into the ground or groundwater. On top of the linings, alternating layers of compacted garbage and soil are placed in the hole. The soil reduces odors and pests, and prevents the wind from blowing the garbage around.

Example: Most of what we throw away ends up in a landfill.

leach [leech]

Definition: (*verb*) to release substances (such as chemicals or metals) from something by passing a liquid through it. If chemicals have leached from a plastic bottle into the water it holds, it means water has entered tiny cracks and crevices in the bottle and washed chemicals from the plastic into the water.

Example: Landfills are designed to prevent toxic chemicals from leaching into the ground.

recycle [ree-SYE-kuhl]

Definition: (*verb*) to process old items such as glass, plastic, newspaper, and metal so that they can be used to make new products

YOU write an example:

reusable [ree-Y00-zuh-buhl]

Definition: (*adjective*) able to be used again

YOU write an example:

Photo Quiz

Click to select the best answers.



If this honey gets all crystallized and clumpy, you could melt it in the microwave. But be sure to scrape the honey out of the bear and put it in a microwave-safe dish first. Microwaving the bear could cause harmful chemicals to transfer from the plastic bottle into the honey. (It could also melt the bear completely.)

1. What could happen if you microwave a plastic bear filled with honey?

- Ⓐ Chemicals could leach from the plastic into the honey.
- Ⓑ The honey could leach into the plastic bear.
- Ⓒ The plastic bear could biodegrade.
- Ⓓ The plastic bear could leach into the microwave.

2. Which part is biodegradable?

- Ⓐ the plastic bear Ⓑ the honey

3. If the bear were used as a container for paperclips after the honey was gone, it would be an example of what?

- Ⓐ recycling Ⓒ biodegradation
- Ⓑ reuse Ⓓ the food chain in action



4. This creature is (choose all that apply):

- Ⓐ biodegradable.
- Ⓑ part of a food chain.
- Ⓒ reusable.
- Ⓓ recyclable.



5. This coffee mug is made of steel and plastic. Someday, the steel could be used to build a railroad track. For that to happen, what would the woman who owns this mug need to do?

- Ⓐ put the mug out with the garbage so it could be taken to a landfill
- Ⓑ put the mug outside in her yard and allow it to biodegrade
- Ⓒ reuse the mug many times
- Ⓓ place the mug in a recycling bin

Challenge: On your own paper, write a super-short story (one or two paragraphs) inspired by this photo that uses as many of the words in the bank (or a form of them) as possible.



Word Bank

| | |
|------------------|------------|
| environment | landfill |
| environmentalism | leach |
| biodegradable | reuse |
| recycle | food chain |

All in Agreement

In a sentence, subjects and verbs must agree. In other words:

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

Allison sits alone.

Those newspapers are old.

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

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

My sister and I are going to the movies.

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

I think eight dollars is a good price for the dance.

Four 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:

Is your Mom or Dad home?

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:

My team has so much fun playing together.

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

Nobody eats the cake.

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

The student council agree on the issue of the cafeteria's food. (Note: This sentence would be better if it said "The student council members agree on the issue of the cafeteria's food.")

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. Some t-shirts in this pile (is/are) yours.
2. Making a study plan for standardized tests (is/are) essential.
3. Some parts of your essay (need/needs) revisions.
4. Most of these clothes (is/are) too small for me.

5. The doctors in the hospital (deserve/deserves) praise.
6. What?! The movie (are/is) three hours long? I'm definitely going to wait until it (come/comes) out on DVD and watch it on my couch.
7. All of the dancers in the show (say/says) their feet hurt after a performance.
8. Jared and all of his friends (plan/plans) to come to my party.
9. Neither of the books I wanted (is/are) in stock.
10. The paintings in the gallery (cost/costs) \$1,000 each.

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

11. The flower flowers in my grandmother's garden are in bloom.

12. The sink/sinks in my apartment has a leak.

13. The signs/sign on the street seems to be incorrect.

14. The kitten/kittens in the pet store are adorable.

Directions: For each sentence below, check one of the boxes to indicate whether the verb in italics is correct or incorrect. Then explain why that verb is correct or incorrect.

15. My Mom and Dad *are* going on vacation this week. ☐ correct ☐ incorrect

Explanation: _____

16. Everyone in my class *are* going on the field trip tomorrow. ☐ correct ☐ incorrect

Explanation: _____

17. The prom committee members *are* voting on the prom's theme today. ☐ correct ☐ incorrect

Explanation: _____

Parentheses Practice

Parentheses set off information that isn't critical but is still worth mentioning. You can think of the words inside the parentheses as comments, clarifications, or afterthoughts. Here are a few rules (and some tips) to help you use parentheses correctly.

- 1. Parentheses always appear in pairs (one before the start of the comment and one after the end).**
Example: The fundraising committee hopes to raise a lot of money (over \$1,000) at the event.
- 2. Whatever is inside the parentheses is disposable. That is, the sentence should still make sense without it.**
*Example: Mrs. Feldman (my friend's mom) took us to the amusement park.
Now read that sentence without the text in the parentheses. The sentence still makes sense.*
- 3. Numbers (such as dates, page numbers, and prices) are often put inside parentheses.**
Example: The package arrived last Wednesday (April 16).
- 4. Parenthetical material can interrupt a sentence, or it can be written as a separate sentence. If parenthetical material interrupts a sentence, do not use a capital letter or period to punctuate it.**
*Example: Kendra wants to go somewhere in Washington (the state, not the city) for college.
Example: I hope you like my gift (not that you will tell me if you don't).
If the parenthetical material is written as a separate sentence, punctuate it inside the parentheses as a separate sentence.
Example: I'm going to my fifth Taylor Swift concert on Saturday. (She's such a great performer!)*

Directions: Add the missing parentheses to the sentences below. Then write your own sentence that includes a set of parentheses.

1. Tim wanted to go to the park to play basketball half-court, not full-court after school.
2. Mrs. Martin couldn't believe how much \$55 her daughter spent on one tank top.
3. Liz decided to do her homework at home thinking she would get it done faster instead of at her friend's house.
4. I want to see Jennifer Lawrence's new movie. She's my favorite actress!
5. How much was my meal not including tax and tip?
6. My dad knowing how much I love *The Wizard of Oz* bought me tickets to the musical *Wicked*.

7. _____

THE LAZY EDITOR: “Should We Get Rid of Pennies?” • SKILL: Choosing Words for Effect

Choose Your Words Carefully

Great writers know the power of words, and they choose their words with care. Not just any words will do. They use specific language that best expresses what they are trying to communicate. In fact, it’s not unusual for a writer to agonize over a particular word or phrase until it’s just right. This exercise will help you choose precise and vivid language—language that reveals something specific.

Consider these sentences from Suzanne Collins’ *Catching Fire*:

“Haymitch is still dead to the world. Since nothing else has worked, I fill a basin with icy cold water, dump it on his head, and spring out of the way. A guttural animal sound comes from his throat.”

Let’s look closely at the words Collins used. What does the language tell us about the situation?

The words “dead to the world” tell us that Haymitch is completely unresponsive. “Icy cold” and “dump it” describe the temperature of the water and the way it falls on him. “Spring out of the way” reveals that the narrator (Katniss) knows Haymitch may react violently, and “guttural animal sound” describes the deep, primal noise he makes.

What if Collins had written, *“Haymitch is still asleep so I pour some cold water on his head. I step aside as he makes a big noise.”* That doesn’t tell the reader very much about Katniss or Haymitch, does it?

Directions: Read the passage below and circle words and phrases that seem general or unexpressive. Then, on a separate piece of paper, rewrite the passage, replacing the circled words with language that is descriptive, lively, and specific. You may need to change the structure of some sentences.

It was five minutes until showtime. Emma stood backstage and she felt hot. Her dress felt tight. She walked over to Janelle and Antonio and said, “Good luck tonight.”

Janelle looked at her and said, “You’re supposed to say, ‘Break a leg.’ It’s bad luck to say, ‘Good luck.’”

Emma walked back over to her place behind the door. Then she looked through a small space between the curtains and she could see part of the audience. Hunter Lowry was sitting in the front row with his feet up on the stage. He was eating licorice and laughing with his friends. Emma closed her eyes and took one slow breath in and let one slow breath out. Then the music started, the curtain went up, and the lights came on. Emma opened the door, stepped onto the stage, and let the words come out.

Clarifying Colons

Confused about colons? Here's what to keep in mind:

1. **A colon is like a pause before introducing information. It directs attention to what comes after it.**

Example: There is only one thing I'm craving right now: a mint chocolate chip ice-cream sundae.

2. **The element before a colon must be a complete sentence. What comes after the colon can be a list, a sentence, a phrase, a quotation, or a single word. (If it's a complete sentence, start it with a capital letter.)**

Example 1: The movie takes place in four different countries: England, Ireland, France, and Spain.

Example 2: After much consideration, Eliza decided what she wants for her birthday: a bicycle.

Example 3: I have something to confess: I ate the plums that you were saving for breakfast.

Directions: Add the missing colon to the sentences below. Draw three short lines under any letters that should be capitalized. If the sentence is correct, write "OK" after it.

1. There's something you should know about playing "hide-and-seek" with Ali she always hides under the bed.
2. I brought everything I needed to the swimming pool my bathing suit, a towel, sunscreen, and snacks.
3. The principal told the students that he had an announcement to make classes will be cancelled tomorrow.
4. We planted acorn squash, broccoli, and cauliflower.
5. My dad told me what his favorite book was when he was younger *The Little Prince*.

Directions: For each pair of sentences below, place a ✓ in front of the sentence that is punctuated correctly.

6. ____ The student council voted unanimously: Money raised from the talent show will be donated to charity.
____ The student council voted unanimously, money raised from the talent show: will be donated to charity.
7. ____ Ms. Grace said she was going to bring a lot of desserts to the party: cupcakes, brownies, and cookies.
____ Ms. Grace said she was going to bring a lot of desserts to the party cupcakes, brownies: and cookies.
8. ____ My sister told me what she wants to do next year: after she graduates, she wants to join the Army.
____ My sister told me what she wants to do next year after she graduates: She wants to join the Army.
9. ____ I brought a variety of canned food items to the food drive: peas, corn, beans, and chicken soup.
____ I brought a variety of canned food items to the food drive, peas, corn, beans, and chicken soup.
10. ____ This is what happened when Melissa got to school: She couldn't find her permission slip.
____ This is what happened when Melissa got to school she couldn't find her: permission slip.

YOU WRITE IT: "Why Pet Rats Rock" • SKILLS: Supporting a Claim

You Write It

Turning an Infographic Into an Editorial

Directions: Follow the steps below to turn our infographic about pet rats into a short editorial.

- 1** An editorial is an article that expresses an opinion about something. It is important when writing an editorial to have a clear understanding of the claim you are going to support. The directions on page 24 of *Scope* tell you what your claim should be. **Reread them, and write your claim in your own words:**

CLAIM

- 2** The next step is to make sure you take in all the information the infographic has to offer. Notice that the infographic is divided into four sections. Three sections ("Smart," "Social," and "Clean") present positive qualities of pet rats. **For each of these sections, write one to three sentences summarizing what the text and the images tell you. A good way to approach this is to think of how you would tell someone else this information.**

SMART

SOCIAL

CLEAN

- 3** The fourth section of the infographic includes information about how wild rats—which have a pretty bad reputation—differ from pet rats. You can use these facts in your editorial to make a distinction between pet rats and wild rats. This will strengthen your argument in favor of pet rats. **Write three to five sentences summarizing what the text and the images in this section tell you:**

WILD RATS

- 4** It's time to start crafting your editorial. **Use a separate piece of paper and follow these guidelines:**
- First, be sure to give your editorial a **title** that clearly states what it is about.

Beginning:

- Your first sentence should be a hook—that is, it should grab the reader's attention.
- After your hook, present a thesis statement. This is a sentence that tells your reader what your editorial is going to be about—your central idea. In argument writing, the thesis is where you make your claim and briefly state the reasons your claim is true. A good way to approach your thesis is to ask yourself, “How can I summarize my whole editorial in one sentence?”

Middle:

- The middle of your editorial is where you present evidence for the reasons you stated in your thesis.
- Include the information you summarized for each of the three positive traits of pet rats. Use the information from the “Wild Rats” section to explain the difference between pet rats and wild rats. Predict what concerns readers may have and think about how you can relieve those concerns in the editorial.
- Use transition words to make your sentences flow smoothly from one to the next.
- Vary the lengths and structure of your sentences to keep your writing lively.

End:

- Conclude your editorial with a strong sentence that will give your readers something to think about.

Once you finish a draft of your editorial, read it over carefully. Is there anything you could express more clearly or in a more interesting way? Write a second draft, then **proofread** it, checking for correct spelling, punctuation, and grammar.

You Write It Contest

Write an editorial arguing that pet rats are great. Be sure to explain how they are different from wild rats. Use information from the infographic to support your argument. Three winners will each get a \$25 Visa gift card.

Entries will be judged on:

- ⇒ effective use of supporting evidence
- ⇒ good organization and transitions
- ⇒ grammar

My name: _____

My home phone number: _____ My grade: _____

My teacher's name: _____ My teacher's e-mail: _____

School name: _____

School address: _____

City: _____ State: _____ ZIP: _____

School phone number: _____

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

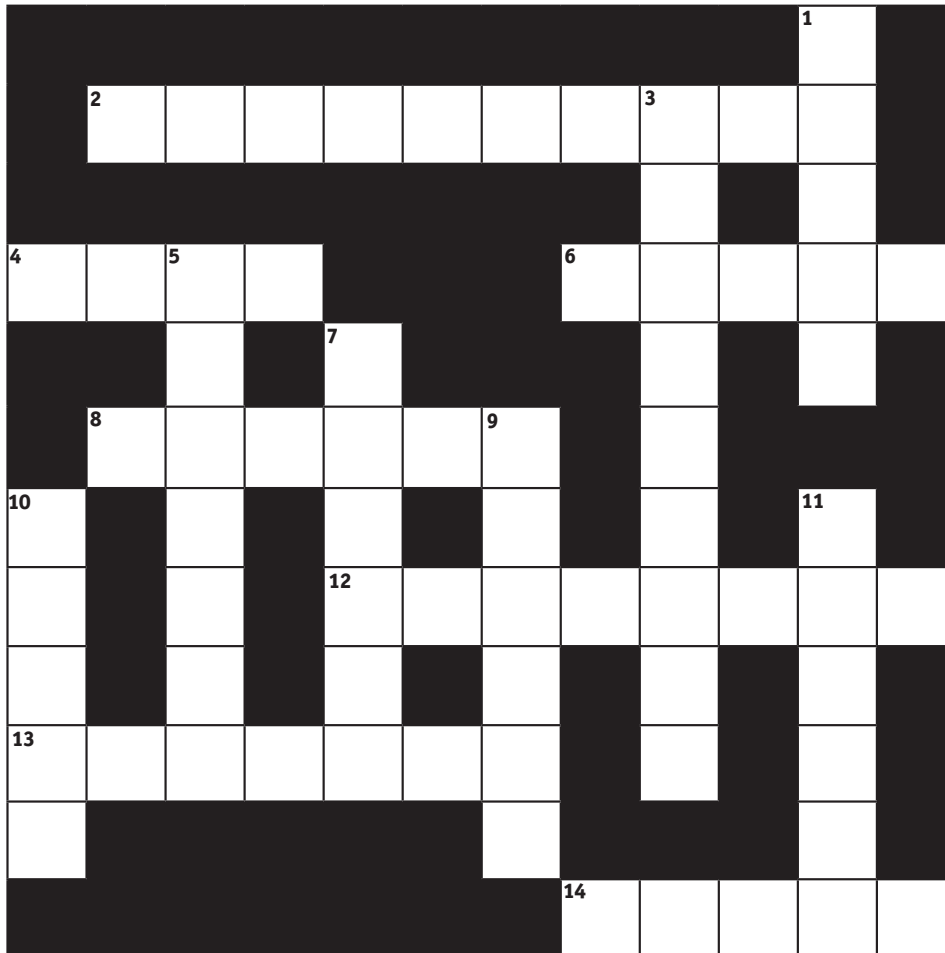
Parent's or legal guardian's signature: _____

Include this sheet with your written entry and send both to: scopemag@scholastic.com
Or mail to: You Write It Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

ENTRIES MUST BE RECEIVED BY MAY 15, 2014!

Scope Crossword Puzzle

Directions: Use the April 2014 issue of *Scope* to help you complete the crossword.



ACROSS

2. *The Book Thief* is a work of ____ fiction.
4. An ____ is an example of a mild allergic reaction.
6. Some people don't like reusable bags because they can harbor lots of ____.
8. Do you think a rare fossil should be owned by a private collector or by a ____?
12. Pet rats do not carry ____ like wild rats do.
13. Hitler wanted to ____ all of Europe.
14. In some ways, plastic bags cause less pollution than ____ bags.

DOWN

1. A scapegoat is someone that you unfairly ____.
3. Your immune system releases ____ when it thinks it's under attack.
5. Lauren Robinson's friends use extreme ____ when visiting her.
7. Mary Anning never got the scientific recognition she deserved because of her ____.
9. Fossilized skin and ____ as well as bones are used to imagine what dinosaurs looked like.
10. A penny is worth one cent, but costs ____ that much to make.
11. Charging for plastic bags is likely to ____ their use.