

ACTIVITY: "Grammar Stinks" • 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. Who has the largest **number/amount** of Twitter followers?
2. Tyrell reached into his backpack and pulled out a large **number/amount** of books.
3. I don't like my grandmother's sandwiches because she uses a skimpy **number/amount** of peanut butter.
4. The twins stockpiled an enormous **number/amount** of snowballs on the porch.
5. There is always a certain **number/amount** of chaos 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. Serena 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: "The Day the President Was Shot" • SKILL: Key Ideas and Details

# Key Ideas and Details

**Directions:** Answer the questions below to identify key ideas and details in the article "The Day the President Was Shot" and the poem "John Fitzgerald Kennedy." Be sure to write in complete sentences. When you are finished, you can use this activity to help you respond to the writing prompt on page 9.

## Key Idea 1

1. Write one key idea from the article about the way many Americans viewed President John F. Kennedy.

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2. List three details from the article that support that idea.

a. \_\_\_\_\_

b. \_\_\_\_\_

c. \_\_\_\_\_

3. Which lines from the poem reflect this idea?

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4. Explain how the lines of poetry reflect this idea.

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## Key Idea 2

5. Write one key idea about how President Kennedy's assassination affected the nation.

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6. List three details from the article that support this idea.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

7. Which line from the poem reflects this idea?

\_\_\_\_\_

8. Explain how the line of poetry reflects this idea.

\_\_\_\_\_

\_\_\_\_\_

### Key Idea 3

9. Write one more key idea from the article. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. List three details from the article that support this idea.

a. \_\_\_\_\_

\_\_\_\_\_

b. \_\_\_\_\_

\_\_\_\_\_

c. \_\_\_\_\_

\_\_\_\_\_

11. Which line or lines from the poem reflect this idea?

\_\_\_\_\_

\_\_\_\_\_

12. Explain how the line(s) of poetry reflect this idea.

\_\_\_\_\_

\_\_\_\_\_

NONFICTION: "The Day the President Was Shot" • SKILL: Key Ideas and Details

# Key Ideas and Details

**Directions:** Answer the questions below to identify key ideas and details in the article "The Day the President Was Shot" and the poem "John Fitzgerald Kennedy." Be sure to write in complete sentences. When you are finished, you can use this activity to help you respond to the writing prompt on page 9.

## Key Idea 1

1. One key idea from the article is that many Americans viewed President John F. Kennedy as a symbol of hope. List three details from the article that support that idea.

- a. \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_

2. Read these lines from the poem:

*The young chief with the smile, the radiant face,  
 The winning way . . .*

Explain how these lines reflect the key idea above.

\_\_\_\_\_  
 \_\_\_\_\_

## Key Idea 2

3. Another key idea is that President Kennedy's assassination shocked and deeply saddened the nation. List three details from the article that support this idea.

- a. \_\_\_\_\_  
 \_\_\_\_\_
- b. \_\_\_\_\_  
 \_\_\_\_\_
- c. \_\_\_\_\_  
 \_\_\_\_\_

4. Read this line from the poem:

*All generous hearts lament the leader killed*

a. What does *lament* mean? \_\_\_\_\_

b. How does this line reflect Key Idea 2?

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## Key Idea 3

5. Read these three important details from the article:

a. After President Kennedy was killed, several very important pieces of legislation passed, including a civil rights bill, a tax cut, the creation of Medicare and Medicaid, and the Voting Rights Act of 1965.

b. In 1969, astronauts walked on the moon, fulfilling Kennedy's wish.

c. An eternal flame burns at Kennedy's grave as a reminder of a life of hope and promise.

What key idea can you draw from these details?

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6. Which line or lines from the poem reflect this idea?

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7. Explain how the line(s) of poetry reflect this idea.

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# Close-Reading Questions

## "The Day the President Was Shot"

1. What details does the author include in the section "The Attack" to convey the sense of chaos and confusion in Dallas and across the country when President Kennedy was shot? (author's craft)
2. According to the article, what was Lee Harvey Oswald's probable motive for shooting the President? What details does the author include to help the reader understand Oswald's motive? (key ideas and details; author's craft)
3. Consider this line in the last paragraph: "Yet he never really left the American consciousness." What does it mean? (interpreting text)
4. Notice when and where the poem was first published. What clue does this give you about why the poet may have written it? (author's purpose)

# Critical-Thinking Questions

## "The Day the President Was Shot"

1. Which of Kennedy's goals were achieved after his death? How might his assassination have "helped galvanize support" for certain programs and policies?
2. Numerous details in the article and poem emphasize Kennedy's youth. Provide some examples and explain why these details are relevant.
3. How did the assassination of President Kennedy change America?

NONFICTION: "The Day the President Was Shot" • SKILL: Nonfiction Reading

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with "The Day the President Was Shot." See *Scope's* "Glossary of Nonfiction Terms" for definitions of the words that appear in bold.

### Before Reading: Text Features

1. Read the **headline** and study the collage of images on pages 4 and 5. What is pictured? What mood does the headline, together with the pictures, set for the article?

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2. Examine the rest of the photos in the article and read their captions. What information do they provide?

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3. 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 about.

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## During Reading

4. Consider this sentence from page 6: "For the past decade, America had enjoyed unprecedented growth."

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

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B. Why might the author have chosen *unprecedented* instead of another similar word? What does the author's choice of *unprecedented* suggest about life in America when Kennedy was President?

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5. Check ( ✓ ) the statement that best describes how the author organizes information in the section "The President."

The author lists a series of events in the order that they happened.

The author compares and contrasts the U.S. and the Soviet Union.

The author discusses a series of problems and some possible solutions.

6. What is the **tone** of the section "The Attack"? Explain.

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7. A. Look at the poem on page 9. When was it written? Where was it first published?

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B. What does the poem suggest about the way people around the world regarded President Kennedy?

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After Reading

8. Write a three- to four-sentence **objective summary** of "The Day the President Was Shot." (Hint: Think about what you would say to a friend who asks, "What is this article about?")

9. Below is a **central idea** of "The Day the President Was Shot" and two pieces of **supporting evidence**. In the space provided, write another piece of evidence that supports the central idea.

Central Idea

For many people, John F. Kennedy inspired feelings of optimism.

Evidence #1

"When Kennedy took office in 1961, many Americans believed it was the dawn of a golden age—a time when anything would be possible." (p. 6)

Evidence #2

"An eternal flame burns at the site of his grave, a reminder of a life of hope and promise cut tragically short." (p. 9)

Evidence #3

10. Below are three pieces of **supporting evidence** for another central idea of "The Day the President Was Shot." In the space provided, write a **central idea** that this evidence supports.

Central Idea

Evidence #1

"Americans spent the afternoon glued to their televisions, desperate for answers." (p. 5)

Evidence #2

". . . historians have speculated that his assassination helped galvanize support for these programs and policies." (p. 7)

Evidence #3

"Kennedy's assassination marked the end of an era—of an innocent and optimistic time..." (p. 9)

NONFICTION: "The Day the President Was Shot" • SKILL: Nonfiction Reading

# Read, Think, Explain

## Identifying Nonfiction Elements

Use this activity sheet with "The Day the President Was Shot." 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 collage of pictures on pages 4 and 5. Describe the pictures.

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3. What does the As You Read box on page 6 tell you to think about?

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4. A. Consider the photograph on pages 6 and 7. What is the mood of the photo?

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B. Look at the pictures on pages 8 and 9. What is the mood of these photos?

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5. What type of information do you think you will learn in this article?

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## During Reading

6. Consider this sentence from page 6: "For the past decade, America had enjoyed unprecedented growth."

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

not fully understood

not able to be controlled

not experienced before

B. Why might the author have chosen *unprecedented* instead of another similar word? What does the author's choice of *unprecedented* suggest about life in America when Kennedy was President?

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7. The section "The President" describes several solutions to problems. Two solutions described in the section are below. For each, write the problem. (Hint: You may need to look in other sections of the article.)

**Solution 1:** "He also wanted the U.S. and the Soviet Union to agree to stop making nuclear weapons." (p. 7)

**Problem:** \_\_\_\_\_

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**Solution 2:** "Kennedy wanted to make supporting [the civil rights] movement a priority of his second term in office" (p. 7)

**Problem:** \_\_\_\_\_

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8. A. Look at the poem on page 9. When was it written? Where was it first published?

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B. What does the poem suggest about the way people around the world regarded President Kennedy? Explain.

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After Reading

9. Below is a sample of an **objective summary** of "The Day the President Was Shot." 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 two pieces of unnecessary information for you.

This article is about the assassination of President John F. Kennedy and the effects it had on our country. John F. Kennedy was elected President during a prosperous time in America. He liked open-top limousines. To many Americans, the young President represented hope. Kennedy was handsome and his wife Jackie was very glamorous. Kennedy wanted to accomplish many things: end the Cold War with the Soviet Union, provide health care for the elderly, and support the civil rights movement. As Kennedy was campaigning in Dallas for his re-election, he was killed by an assassin named Lee Harvey Oswald. Oswald had been working at the Texas School Book Depository for the past several months. When news of Kennedy's death spread around the country, Americans were shocked and sad. I feel bad for Kennedy's two young children. Though Oswald was caught, the country would never be the same. Vice President Lyndon B. Johnson became President and went on to make changes that Kennedy had hoped to achieve. I bet that made Jackie happy.

10. Below is a **central idea** of "The Day the President Was Shot." Three of the pieces of evidence listed support it, but one of them does not. Cross out the one that does not.

<div>Central Idea</div> <div>For many people, John F. Kennedy inspired feelings of optimism.</div>			
<div>Evidence #1</div> <div>"When Kennedy took office in 1961, many Americans believed it was the dawn of a golden age—a time when anything would be possible." (p. 6)</div>	<div>Evidence #2</div> <div>"The news quickly reached the media, turning a typical Friday into a surreal and terrifying day." (p. 7)</div>	<div>Evidence #3</div> <div>"Many Americans saw Kennedy as a symbol of hope—and of everything the U.S. could accomplish." (p. 7)</div>	<div>Evidence #4</div> <div>"An eternal flame burns at the site of his grave, a reminder of a life of hope and promise cut tragically short." (p. 9)</div>

NONFICTION: "The Day the President Was Shot" • SKILL: Test Prep

# "The Day the President Was Shot" Quiz

**Directions:** Read "The Day the President Was Shot." Then answer the multiple-choice questions below.

**1. What is a central idea of the article?**

- (A) Lee Harvey Oswald was 24 years old when he shot President John F. Kennedy.
- (B) After Kennedy was pronounced dead, many businesses and schools closed.
- (C) Many people saw Kennedy as a symbol of hope.
- (D) Jack Ruby killed Lee Harvey Oswald.

**2. The section "The Era" adds to the article by**

- (A) explaining why communism was so widespread.
- (B) describing the mood of America at the time of Kennedy's assassination.
- (C) demonstrating that Kennedy was responsible for America's prosperity.
- (D) outlining Kennedy's goals for the future.

**3. In which sentence is the word *key* used the same way as it is in the following quote?**

"First he would have to get re-elected, though, and winning Texas would be key."

- (A) The answer key for the test was on the desk.
- (B) Ms. Cho used a small silver key to open the box.
- (C) Getting enough sleep is key to good health.
- (D) The tab key on my laptop is not working.

**4. How does the author organize the information in the section "The President"?**

- (A) Information is compared and contrasted.
- (B) Events are presented in chronological order.
- (C) A person's qualities are described in detail.
- (D) Problems are explained, followed by solutions.

**5. Which sentence from the article best explains Oswald's likely motive for shooting Kennedy?**

- (A) "Now he needed to escape."
- (B) "Oswald had moved 21 times by age 17."
- (C) "He must have thought that this was his chance to do what he had always longed to do: change history."
- (D) "Historians would later say that he probably hadn't made plans to kill the President until a few days before, when the motorcade route was published in the newspaper."

**6. From reading the article, you can infer that**

- (A) Oswald disliked Kennedy's stance on communism.
- (B) Jackie Kennedy never remarried.
- (C) Lyndon B. Johnson was eager to be President.
- (D) The Cold War continues to this day.

**7. Which word best describes the tone of the poem?**

- (A) mournful
- (B) outraged
- (C) mocking
- (D) innocent

**8. With which statement would the author of both the article and the poem most likely agree?**

- (A) Kennedy was the most popular U.S. President in history.
- (B) The Voting Rights Act of 1965 might not have passed if Kennedy had not been killed.
- (C) After Kennedy's death, many people hoped his goals would still be accomplished.
- (D) Lyndon B. Johnson did a good job as President.

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

- 9.** The author of the article claims that many Americans saw Kennedy as a symbol of hope. How does he support this claim? Use text evidence in your response.

- 10.** According to the article and the poem, how did the public, in general, react to Kennedy's assassination? Support your answer with details from both the article and the poem.

NONFICTION: "The Day the President Was Shot" • SKILL: Vocabulary Acquisition

# Vocabulary:

## "The Day the President Was Shot"

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

- 1. charismatic (kar-iz-MAT-ik)** *adjective*; charming or appealing in a way that inspires devotion  
*example:* Ellie's charismatic personality helped her make friends quickly at her new school.
- 2. conspiracy (kuhn-SPIR-uh-see)** *noun*; a secret plan made by two or more people to do something unlawful or harmful  
*example:* What first appeared to be a simple robbery was found to be a conspiracy: Two employees had been in on the theft.
- 3. definitive (dih-FIN-ih-tiv)** *adjective*; 1. providing a final solution; clear and firm; 2. the most accurate and thorough  
*example 1:* Though there are many theories about why food allergies are becoming more common, there is still no definitive explanation.  
*example 2:* Jack's grandpa is an expert on circuses. In fact, he wrote the definitive book on the history of American circuses.  
*Note:* *Definitively*, the adverb form of *definitive*, means "done in a definitive way." It is a way of saying "once and for all" or "positively."  
*example:* Over the past few weeks, Ethan's sister changed her mind many times about which college she wanted to go to. On Thursday, however, she stated definitively that she is going to Brandeis University.
- 4. galvanize (GAL-vuh-nahyz)** *verb*; 1. to cause people to become so excited or concerned about something that they want to take action; 2. to cover iron or steel with zinc (a type of metal) to protect it from rusting  
*example 1:* The possibility of going to the national competition has galvanized the swim team. No one has missed a single practice during the past month.  
*example 2:* This fence will not rust because the steel it's made of was galvanized.
- 5. progressive (pruh-GRES-iv)** *adjective*; 1. moving forward or happening steadily; 2. using or interested in new ideas, especially in political or social matters  
*example 1:* Ben has shown progressive improvement since he started his surfing lessons.  
*example 2:* My grandmother is very progressive; she is delighted by many of the changes that have taken place in society since she was young. "I may be old, but I'm not old-fashioned," she likes to say.

**6. rotunda (roh-TUHN-duh)** *noun*; a round room or building, often covered by a dome

*example:* The entrance to the mansion was a grand rotunda.

**7. surreal (suh-REEL)** *adjective*; strange and dreamlike

*example:* It felt surreal to Jessica when the lead singer of her favorite band pointed to her and summoned her to the stage to sing with him. For a moment, Jessica wondered if she was dreaming.

**8. turbulent (TUR-byuh-lunt)** *adjective*; causing or being in a state of disturbance, disorder, or confusion; agitated

*example:* The town meeting became turbulent when Mr. Fischer suggested lowering the speed limit on Main Street. Many residents disagreed and voiced their opinions loudly.

9. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_

10. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_



NONFICTION: "The Day the President Was Shot" • SKILL: Vocabulary Acquisition

# Vocabulary Practice: "The Day the President Was Shot"

**Directions:** Fill in each blank with one of the words from the bank.

## WORD BANK

charismatic  
progressive

conspiracy  
rotunda

definitively  
surreal

galvanize  
turbulent

Erika wanted to be elected president of the student council, but she knew it wouldn't be easy. Her opponent, John, had a \_\_\_\_\_<sup>1</sup> personality. But Erika had \_\_\_\_\_<sup>2</sup> ideas—including a plan to create a hall of fame in the school's \_\_\_\_\_<sup>3</sup>—and she believed she could \_\_\_\_\_<sup>4</sup> her fellow students to vote for her.

Nevertheless, the night before the election, Erika's sleep was \_\_\_\_\_<sup>5</sup>. She tossed and turned, dreaming that a \_\_\_\_\_<sup>6</sup> had formed against her. Strange voices taunted her, asking over and over whether she had won or lost the election. As she struggled to answer, the lights flickered and weird music began to play. Then a giant rabbit appeared and said, \_\_\_\_\_<sup>7</sup>, "Erika Wilson, you LOST. You will have to move to France."

The next day did seem a bit \_\_\_\_\_<sup>8</sup>, but it was nothing like Erika's crazy dream. In fact, everything went remarkably well. Erika won!

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

9. The movie was about a **conspiracy** to \_\_\_\_\_

10. Destiny and Nicole have a **turbulent** relationship. They \_\_\_\_\_

11. Gia's inspiring presentation about volunteering **galvanized** many of her classmates. Several of them \_\_\_\_\_

# Video-Discussion Questions

## “Behind the Scenes: The Day the President Was Shot”

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1. According to the video, how did the author and editors decide what to include in the article?
2. What details about President Kennedy, the assassination, or the 1960s did you learn from the video that weren't in the article?
3. Consider this quote from Kennedy's inaugural address: “Ask not what your country can do for you, ask what you can do for your country.” What do you think Kennedy meant? What does the clip of his speech reveal about Kennedy?
4. What did you notice about how the cover design evolved? Why do you think the *Scope* editors chose the one they did?
5. What tips did you learn from the video that might help your own writing?

DRAMA: *Pandora's Box* • SKILL: Integrating Knowledge and Ideas

# A Look at Curiosity

Follow the directions in the circles to compare the points of view about curiosity expressed in *Pandora's Box* and "Are You Curious?"

Write the definition of curiosity. Check a dictionary to make sure your definition is accurate.

**curiosity:**

Write one to two sentences summarizing the point of view on curiosity that each text expresses.

*Pandora's Box*

"Are You Curious?"

Explain which lines, elements of the plot, and/or aspects of the characters imply an opinion on curiosity.

**Evidence:**

**Evidence:**

Explain how the writer develops her idea. What claim does she make, and how does she support it?

Which text makes a more compelling case regarding curiosity?

What is *your* point of view on curiosity?

# Close-Reading Questions

## *Pandora's Box*

1. If the story were presented in chronological order, where would the events in Scene 1 go? Why do you think the playwright structured the play the way she did? (text structure)
2. At the end of Scene 1, Epimetheus suggests that Pandora eat some grapes. She says, “My hunger cannot be so easily satisfied.” What does she mean? (interpreting text)
3. Reread the epilogue. What is its tone? What big idea does the playwright leave you with? (tone/theme)





# Critical-Thinking Questions

## ***"Are You Curious?" and Pandora's Box***

1. Compare how Kristin Lewis portrays curiosity with the way *Pandora's Box* portrays curiosity.

2. Would Pandora agree with Lewis's point of view about curiosity? Explain.

DRAMA: *Pandora's Box* • SKILL: Vocabulary Acquisition

# Vocabulary:

## *Pandora's Box*

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

1. **calamitous (kuh-LAM-i-tuhs)** *adjective*; causing great harm, disastrous  
*example:* Hurricane Katrina tore through New Orleans with calamitous force.
2. **exasperated (ig-ZAS-puh-ray-ted)** *adjective*; annoyed, irritated  
*example:* Frannie's dad was exasperated by the bumper-to-bumper traffic on the highway.
3. **flourish (FLUR-ish)** 1. *verb*; to grow well, to be healthy; 2. *verb*; to be successful, to prosper;  
3. *noun*; something added as a detail or decoration; 4. *noun*; a bold or dramatic gesture  
*example 1:* The marigolds flourished once we replanted them in an area with more sun.  
*example 2:* San Francisco began to flourish as masses of people moved west during the Gold Rush.  
*example 3:* Linda added a few flourishes to her handwriting on the invitations.  
*example 4:* "Now, the moment we've been waiting for," said Cam, slicing the cake with a flourish.
4. **insatiable (in-SAY-shuh-buhl)** *adjective*; incapable of being satisfied (usually referring to appetite)  
*example:* My craving for doughnuts is completely insatiable; I can never have enough!
5. **radiant (RAY-dee-uhnt)** *adjective*; 1. sending out bright light; 2. bright with joy, health, hope, etc.  
*example 1:* "What a radiant morning," Alan said as he walked outside. "After last night's rainstorm, I'm glad to see the sun."  
*example 2:* Ms. Lim entered the room with a radiant smile after she was voted Teacher of the Year.
6. **smite (smahyt)** *verb*; to strike with force  
*example:* The knight declared that he would smite anyone who opposed the king.
7. **torrent (TOHR-uhnt)** *noun*; 1. a large amount of water moving very quickly; 2. a sudden, heavy flow of something  
*example 1:* Ruth had to shout to be heard over the roaring torrent of water at Niagara Falls.  
*example 2:* Phillip was not prepared for the torrent of fan mail that he received after winning *American Idol*.

8. \_\_\_\_\_ ( \_\_\_\_\_ ) \_\_\_\_\_ ; \_\_\_\_\_

*example:* \_\_\_\_\_



DRAMA: *Pandora's Box* • SKILL: Vocabulary Acquisition

# Vocabulary Practice:

## *Pandora's Box*

**Directions:** In the space provided before each of the following word pairs, write **S** if the words are synonyms, or **A** if the words are antonyms.

- |                                  |                                 |
|----------------------------------|---------------------------------|
| 1. ____ thrive, flourish         | 4. ____ fulfilled, insatiable   |
| 2. ____ calamitous, advantageous | 5. ____ trickle, torrent        |
| 3. ____ smite, clobber           | 6. ____ exasperated, aggravated |

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

7. "Do you know why Kyra looks so **radiant** today?" asked Lizzie. "It's because \_\_\_\_\_"

\_\_\_\_\_

8. The kittens we found are really starting to **flourish** now that \_\_\_\_\_

\_\_\_\_\_

9. My older brother gets **exasperated** when I \_\_\_\_\_

\_\_\_\_\_

10. The drought had a **calamitous** effect on Mr. Anderson's farm. The crops \_\_\_\_\_

\_\_\_\_\_

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

11. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

DRAMA: *Pandora's Box* • SKILL: Test Prep

# Pandora's Box Quiz

**Directions:** Read *Pandora's Box*. Then answer the multiple-choice questions below.

1. Epimetheus is the god of hindsight. Which line from the play best demonstrates this trait?
  - (A) "I ran out of gifts before I got to man."
  - (B) "It will remain a mystery."
  - (C) "We? *You* disobeyed him, not I!"
  - (D) "Zeus asked you to do one simple thing, and you failed."
2. In Scene 6, Zeus says of the contents of the box: "They are so costly, in fact, that you must never open it." In this sentence, the word *costly* means both \_\_\_\_\_ and \_\_\_\_\_.
  - (A) expensive, beautiful
  - (B) unknown, damaging
  - (C) priceless, harmful
  - (D) rich, unbelievable
3. Which of the following is an example of foreshadowing?
  - (A) Man reaches out and burns his hand on the fire.
  - (B) Zeus waits until Prometheus leaves before bringing Pandora to Earth.
  - (C) Pandora shakes the box and hears fluttering.
  - (D) Hera winks at Zeus as she gives Pandora insatiable curiosity.
4. From reading the play, the reader can conclude that Prometheus
  - (A) often disobeyed Zeus.
  - (B) regretted giving fire to man.
  - (C) highly valued human life.
  - (D) often did not think before he acted.
5. Which of the following lines best supports your answer to question 4?
  - (A) "You could have done a better job planning."
  - (B) "Zeus cannot be pleased with my actions. We must beware."
  - (C) "Your apology is useless."
  - (D) "We created humans but gave them no way to survive!"
6. What kind of information does the caption under the picture of an eagle, on page 14, contain?
  - (A) details from the original myth that were not included in *Scope's* adaptation
  - (B) what happened to Prometheus in real life
  - (C) an alternative ending to the story
  - (D) background information on eagles
7. Zeus's line "Clearly, she will not be able to resist temptation for long" supports the idea that
  - (A) Zeus punishes humans to impress Hera.
  - (B) Epimetheus had no curiosity.
  - (C) Pandora was doomed to fail.
  - (D) Zeus despised Pandora.
8. In the essay on page 15, how does the author support her claim that curiosity is important?
  - (A) by arguing that *Pandora's Box* isn't realistic
  - (B) by noting great human achievements that were born out of curiosity
  - (C) by explaining why dogs wag their tails
  - (D) by explaining the meaning of the phrase "curiosity killed the cat"

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

9. As he is portrayed in the play, what kind of a ruler was Zeus? What are his character traits? Use text evidence to support your claim.
10. At two points in her essay, Kristin Lewis refers to the Mars rover *Curiosity*. How does Lewis use the example of the rover to help support her claim that curiosity is one of humanity's most important character traits?

# 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 play *Pandora's Box*. See *Scope's* "Glossary of Literary Terms" for definitions of the words that appear in bold.

## Section 1: Characters

1. For the characters of Pandora, Zeus, and one 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. PANDORA is a ☐ **major** ☐ **minor** (check one) character.

Description: \_\_\_\_\_

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

\_\_\_\_\_

B. ZEUS 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. Give two examples of **indirect characterization** of Zeus.

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3. Describe the role of the Greek Chorus. What is its purpose in the play?

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## Section 2: Setting

4. Approximately where and when does this play take place? How do you know?

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5. According to the play, what is the condition of human beings at the time the play takes place? How do humans differ from gods? \_\_\_\_\_

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## Section 3: Genre

6. Many myths were created to explain things people didn't understand. Name at least two things whose origins are explained by the myth of Pandora's box.

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Section 4: Tone and Mood

7. List at least two adjectives that describe the **tone** of the play. Then explain how the author establishes that **tone**. Which words and details tell you how the author feels about the characters and the subject matter?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

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 **imagery**, words, ideas, and aspects of the **setting** or **plot** caused you to feel the way you did while reading the play.)

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Section 5: Irony

9. **Dramatic irony** occurs when the reader or audience is aware of something that the characters are not aware of. What is an example of dramatic irony in the play?

\_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

## Section 6: Plot

10. Most of the play takes place in an extended **flashback**. In which scene does this flashback begin? In which scene does it end?

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11. The play includes numerous examples of **foreshadowing**. List two.

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12. Write a number, 1 to 6, next to each event below to show the events' chronological order—that is, the order in which they occurred in time.

- \_\_\_ Epimetheus gives gifts to the animals.
- \_\_\_ Prometheus gives fire to humans.
- \_\_\_ Epimetheus offers Pandora some grapes.
- \_\_\_ The gods create Pandora.
- \_\_\_ Pandora opens the box.
- \_\_\_ Epimetheus and Pandora get married.

13. What is the **climax** of the play? How do you know?

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14. What is the primary **external conflict** in the play?

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15. Identify a character who faces an **internal conflict**; describe the conflict.

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PAIRED TEXTS: “What Are You Afraid Of?” and “Conquering Fear” • SKILL: Integrating Key Ideas and Details

# Making Connections

**Directions:** Complete the chart below comparing how Kyle Hargreaves from “What Are You Afraid Of?” and Miobe from “Conquering Fear” fought their personal “monsters.” Use text evidence.

	Kyle	Miobe
His “monster”—that is, what he was afraid of		
How the monster affected him		
How he overcame his monster		

# Close-Reading Questions

## "What Are You Afraid Of?"

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1. Reread the first paragraph under "Phobia vs. Fear." Explain the purpose of this paragraph.  
(structure)

2. "... People with phobias go to extreme lengths to avoid the object of their fear." How does the author support this claim? (details)





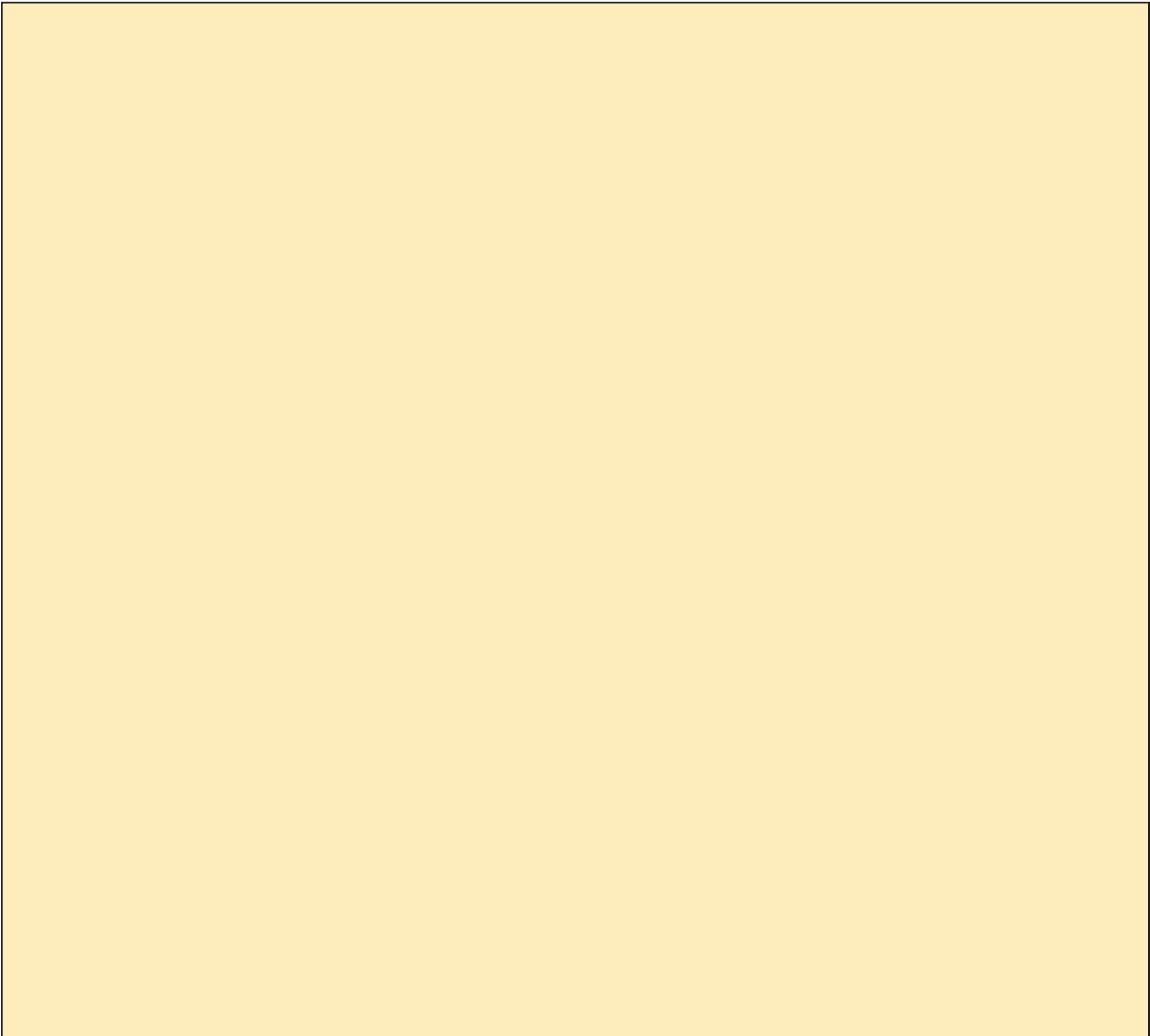
# Critical-Thinking Questions

## "What Are You Afraid Of?" and "Conquering Fear"

1. At first, Miobe does not see the monster. What causes him to eventually see it? What does this suggest about the nature of fear?

2. Amit Etkin says that avoidance can make phobias worse. Does the folktale support this claim?

# Words Related to **FEAR**



## Featured Vocabulary

### anxious

[ANGK-shuhss]

**Definition:** (*adjective*) 1. afraid or nervous about what may happen; worried; 2. very eager to do something

**Example sentence 1:** Charlie gets very anxious when we take him to the vet, but our other dog, Moe, is perfectly happy to go.

**Example sentence 2:** Jason is anxious to see the new Hobbit movie.

*Anxious* is related to the noun *anxiety* [ang-ZYE-uh-tee], which means: 1. a feeling of distress or uneasiness about what might happen; 2. a strong desire mixed with doubt, fear, or uneasiness.

### aversion

[uh-VUR-zhuhn]

**Definition:** (*noun*) 1. a strong dislike or disgust; a desire to avoid. Used this way, *aversion* is usually followed by *to*. 2. something that causes strong dislike or disgust

**Example sentence 1:** Melissa has a strong aversion to snakes. Just looking at a picture of a snake makes her uncomfortable.

**Example sentence 2:** No, I don't particularly mind the sound of people eating. That's Jamie's aversion, not mine.

### cower

[KOW-er]

**Definition:** (*verb*) to shrink away or crouch down in fear

**Example sentence:** Thomas is cowering in the corner. He's terrified of your cat!

# Featured Vocabulary

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## panic [PAN-ik]

**Definition:** 1. (*noun*) a sudden, overpowering fright, especially one without reasonable cause; 2. (*verb*) to affect or be affected with panic

**Example sentence 1:** A mouse ran through the movie theater lobby, causing a great panic. From the way people were screaming, you would have thought a monster had just walked in.

**Example sentence 2:** "Don't panic," Kyle whispered to Liz during the movie, "but the mouse is sitting on the back of your chair." Liz did panic, though. She screamed and jumped to her feet, scattering popcorn everywhere.

## trepidation [trep-ih-DEY-shuhn]

**Definition:** (*noun*) a feeling of fear or nervousness about something that may happen

**Example sentence:** Kelly picked up the phone with trepidation; she had the feeling she was about to receive bad news.

# Discussion Questions

Answer each question, then click below it to see *Scope's* answer.  
Do you agree with us?

1. Among **anxiety**, **aversion**, **cower**, **panic**, and **trepidation**, which two words are most similar in meaning? Explain.

*Anxiety* and *trepidation* are most similar.  
Both describe a feeling of worry about something in the future.

2. In what way is **cower** different from all the other featured vocabulary words (**anxious**, **aversion**, **panic**, **trepidation**)?

The other words relate to feelings, while *cower* describes a physical action that you do as a result of a feeling.

3. Are **aversion** and **fear** synonyms? Can they be used interchangeably? Explain.

They are not synonyms. To have an aversion to something is to feel repulsed by it and to strongly want to avoid it. To have an aversion to something doesn't necessarily mean that you are afraid of it, though you *could* feel an aversion to something that scares you. Therefore, there are certain situations where either word could be used. For example, if Elliot avoids spiders because he is afraid of them, you could say that Elliot has a fear of spiders, or you could say that Elliot has an aversion to spiders.

4. Consider the following sentence:

When Morgan realized that she had overslept, she felt great **trepidation**.

How would the meaning of the sentence change if "she felt great trepidation" were replaced by "she panicked"? How might what Morgan does next be different depending on whether she "felt great trepidation" or "panicked"?

"She felt great trepidation" suggests that Morgan felt very worried about what was going to happen. Her next move might be to lie in bed for a few minutes, dreading what was going to happen and feeling reluctant to face it. By changing the end of the sentence to "she panicked," the sentence suggests that Morgan freaked out—that her eyes flew open and her heart started pounding. If she panicked, her next move would probably be to jump out of bed, pull her clothes on, and get to wherever she was supposed to be.



## Super-Short Stories

Choose one of the photos below. Write a super-short story (1-2 paragraphs) about it using as many of the featured vocabulary words as you can.



**Featured vocabulary: anxious, aversion, cower, panic, trepidation**

PAIRED TEXTS: "What Are You Afraid Of?" and "Conquering Fear" • SKILL: Test Prep

## Paired-Texts Quiz

**Directions:** Read "What Are You Afraid Of?" and "Conquering Fear." Then answer the questions below.

1. Which of the following best states a central idea of "What Are You Afraid Of?"
  - (A) A phobia can have a serious impact on a person's quality of life.
  - (B) Kyle Hargreaves was treated in Florida.
  - (C) It's natural to be afraid.
  - (D) People with phobias rarely feel safe.
2. Which sentence helps develop that central idea?
  - (A) "Kyle started to panic but didn't run away."
  - (B) "When people with phobias encounter (or in some cases, just think about) the thing they fear, they react severely."
  - (C) "Kyle was afraid of *mascots*."
  - (D) "The transformation was remarkable."
3. What is the purpose of this line in paragraph 6: "But being afraid of something dangerous is very different from having a phobia"?
  - (A) to describe how terrified Kyle felt
  - (B) to illustrate how the fear response affects people
  - (C) to explain why mascots are not dangerous
  - (D) to develop the idea that fears and phobias are not the same thing
4. Which other sentence serves a similar purpose?
  - (A) "Lots of people have an aversion to snakes. But that doesn't mean they have ophidiophobia."
  - (B) "But avoidance makes phobias worse."
  - (C) "Kyle was anxious every step of the way."
  - (D) "He tried to control his fear, but he couldn't."
5. The author probably included the detail that Kyle "high-fived" a mascot to
  - (A) show how much fun Gobblerfest can be.
  - (B) demonstrate Kyle's bravery.
  - (C) illustrate Kyle's progress.
  - (D) support the idea that exposure is the best treatment for phobias.
6. Folktales often convey a truth about life. Which truth about life does "Conquering Fear" convey?
  - (A) Toads are less intimidating than dragons.
  - (B) Life is a riddle.
  - (C) Bravery cannot be learned.
  - (D) We must conquer fear so it doesn't conquer us.
7. "I see you, but I will conquer you, fear" is an example of
  - (A) simile.
  - (B) metaphor.
  - (C) personification.
  - (D) symbolism.
8. Which of the following statements is supported by both "What Are You Afraid Of?" and "Conquering Fear"?
  - (A) Fear is a natural emotion that can help protect us from harm.
  - (B) Fears can be overcome by facing them; hiding from them makes them worse.
  - (C) Exposure is an effective treatment.
  - (D) It takes courage to admit our weaknesses.

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

9. Explain the difference between a fear and a phobia. Use text evidence from "What Are You Afraid Of?" to support your answer.
10. Eleanor Roosevelt once said, "We gain strength and courage and confidence by each experience in which we really stop to look fear in the face." Explain what this quotation means and how it applies to Kyle and Miobe. Use text evidence.



# Using Consistent Verb Tense

A verb's *tense* indicates when the action that it describes takes place—in the past (I ran), in the present (I run), or in the future (I will run).

In general, verb tense should remain *consistent*, or the same, throughout a piece of writing, unless there is a good reason to change it.

For example:

**Incorrect:** During tomorrow's performance, we will **dance** and **sang**.  
(*Will dance* is in the future tense and *sang* is in the past tense, so the verbs are not consistent.)

**Correct:** During tomorrow's performance, we will **dance** and **sing**.  
(Both verbs are in the future tense.)

A good reason to change verb tense is when you are describing events that happen at different times.

For example:

**Correct:** My mom **drove** an S.U.V. last year, but now she **drives** a small hybrid car.  
(You are describing the car that your mom previously drove, and you are also describing the car she drives currently. The verb tenses can be different.)

**Correct:** We **are going** to the baseball game tomorrow, but yesterday we **went** to the hockey game. (You are describing what will happen in the future, and you are also describing something that happened in the past.)

**Directions:** Rewrite the sentences below so that the verb tenses are correct. Remember that in some cases, verb tenses can be different in a sentence.

1. Adele is my favorite singer now, but when I was in fifth grade, I like Justin Bieber. \_\_\_\_\_

\_\_\_\_\_

2. I need to go to the dentist tomorrow, because I miss my appointment today. \_\_\_\_\_

\_\_\_\_\_

3. When my dad was in middle school, he surfs with his friends every day after school. \_\_\_\_\_

\_\_\_\_\_

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Storm clouds darkened the blue sky as I ride my bike home from the park. I had never seen clouds like that before, and the wind will shake the trees violently. I couldn't seem to pedal fast enough. Up ahead, I saw my house and breathe a sigh of relief. As soon as I walked in the door, I knew something was up. My mother explains that news reports will be saying that a big storm is coming. Suddenly, I hear a loud pop! Then there was another pop! And another! I will race to look out the window and saw hail the size of golf balls falling all over my street. I am so thankful I made it home before it will start falling!

[illegible]

THE LAZY EDITOR: "Could You Be a Hero?" • SKILL: Word Variation

# Vary Your Vocabulary

When you encounter the same word over and over again in a paragraph, you start to lose interest, right? Word variation can really spice up your writing. Consider the following paragraph:

I had a **great** time with my family on Saturday. My dad made us a **great** breakfast of blueberry pancakes. Then we all went to the park. The weather was **great**, and our dog, Robert, had a **great** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **great**! For supper, we ordered pizza from Famiglia's. Their pizza is **great**!

The word *great* appears in that paragraph six times! That's not so great. Here are two things you can do to make the paragraph more interesting:

1. Look for places where you can be more specific. For example, was the breakfast Dad made enormous, delicious, your favorite? Was the weather warm and sunny? Clear and brisk? Was the movie exciting, funny, sad?
2. Use a thesaurus to find words that have the same or a similar meaning as *great*, and replace the *greats* with those words. NOTE: A thesaurus is a great tool to help you find words to replace *great*. Just remember that the thesaurus usually provides words that have *similar* meanings—not necessarily the *same* meanings, so be sure to look up the meanings of unfamiliar words.

Here's an example of how the paragraph above could be improved:

I had a **wonderful** time with my family on Saturday. My dad made us a **delicious** breakfast of blueberry pancakes. Then we all went to the park. The weather was **sunny and warm**, and our dog, Robert, had a **fabulous** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **hilarious**! For supper, we ordered pizza from Famiglia's. Their pizza is **the best in town**!

**Directions:** Read the paragraph below. Then rewrite it, looking for places where you can be more specific or substitute other words for any form of *walk*.

Greg had **walked** past the old abandoned house many times, but he had never been brave enough to **walk** in. Today, he summoned his courage and **walked** up the rickety front steps. He had barely put his hand on the door when it swung open. Greg **walked** in. It was very dark, and everything was covered in a thick layer of dust—so thick that Greg left footprints in it as he **walked** around. He decided to **walk** up the stairs. About halfway up, he thought he heard someone **walking** behind him. He spun around. No one was there. Nevertheless, Greg decided it was time to go. He **walked** quickly down the stairs, out the front door, and all the way home.

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THE LAZY EDITOR: “Could You Be a Hero?” • SKILL: Run-on Sentences

# Run-on and Rambler 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 a 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 into 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. 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 ramblers 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: "Could You Be a Hero?" • SKILL: Commonly Confused Words

# Your vs. You're

**Your** and **you're** are often confused and misused. Here's what you need to know to use them correctly:

The word **your** is possessive. It means something belongs to or is related to "you."

**Examples:**

"Can I borrow **your** pencil?" Henry asked Raj.

It's **your** turn to wash the dishes tonight.

I think I saw **your** brother at the movie theater last weekend.

**You're** is a contraction of two words: *you* and *are*. (Try substituting "you are" in the sentence to see if it makes sense.)

**Examples:**

"After **you're** finished with soccer practice, let's go out for pizza," Aunt Elise said.

"**You're** the best!" I exclaimed. "I love pizza!"

**Directions:** Choose the correct sentence in each group below.

- |  |  |
|--|--|
| <p>1. Ⓐ Your going to have to move your car because it's blocking the exit.</p> <p>Ⓑ Your going to have to move you're car because it's blocking the exit.</p> <p>Ⓒ You're going to have to move your car because it's blocking the exit.</p> <p>Ⓓ You're going to have to move you're car because it's blocking the exit.</p>   | <p>3. Ⓐ I can't read your handwriting. Can you please type this up on your computer?</p> <p>Ⓑ I can't read your handwriting. Can you please type this up on you're computer?</p> <p>Ⓒ I can't read you're handwriting. Can you please type this up on you're computer?</p> <p>Ⓓ I can't read you're handwriting. Can you please type this up on your computer?</p>   |
| <p>2. Ⓐ "That's what your wearing to the dance?" Mom exclaimed. "Your kidding, right?"</p> <p>Ⓑ "That's what your wearing to the dance?" Mom exclaimed. "You're kidding, right?"</p> <p>Ⓒ "That's what you're wearing to the dance?" Mom exclaimed. "You're kidding, right?"</p> <p>Ⓓ "That's what you're wearing to the dance?" Mom exclaimed. "Your kidding, right?"</p> | <p>4. Ⓐ Your chances of making the soccer team are really good because your such a skilled player.</p> <p>Ⓑ You're chances of making the soccer team are really good because you're such a skilled player.</p> <p>Ⓒ You're chances of making the soccer team are really good because your such a skilled player.</p> <p>Ⓓ Your chances of making the soccer team are really good because you're such a skilled player.</p> |

**Directions:** For the sentences below, fill in the blanks with **your** or **you're**. Then write your own sentence using either **your** or **you're**.

5. "\_\_\_\_\_ making me laugh so much I almost spilled my lemonade!" said Arianna, giggling.
6. Make sure that \_\_\_\_\_ parents have signed \_\_\_\_\_ permission slip by Friday.
7. \_\_\_\_\_ never too old to enjoy a scoop or two of \_\_\_\_\_ favorite ice cream.
8. \_\_\_\_\_
- \_\_\_\_\_

YOU WRITE IT: "Recipe for a Great Boy Band" • SKILL: Central Idea and Supporting Details

# You Write It

## Turning an Infographic Into a Paragraph

**Directions:** Follow the steps below to turn our infographic about boy bands into a proposal for a new boy band.

**1** To create a great boy band, it's important that you take in all the information the infographic has to offer. The information is not presented in complete sentences, but rather through a chart, lists, and images. For each of the four categories on the infographic, write a summary of what the text and images tell you about successful boy bands. A good way to approach this is to think of how you would tell someone else this information. We wrote a summary of "Age of Members" for you as an example.

### NUMBER OF MEMBERS

### AGE OF MEMBERS

The average of successful boy-band members is 17.

### SONG TOPICS

### HAIRSTYLES

**2** Now it's time to get creative. What will your band sing about? What's its vibe? In the boxes below, list ideas for original song titles and catchy band names. Then circle your favorites.

### SONG TITLES

1.

2.

3.

4.

### BAND NAMES

1.

2.

3.

4.

- 3** Reread the top of page 24, starting where it says "Here's the Deal." Based on that information, write a sentence that expresses your central idea: In your own words, state that you have designed a boy band that will be very successful. (Hopefully, you will find a more exciting way of saying it than that!)

**CENTRAL IDEA**

- 4** It's time to start crafting your proposal. Make sure to do the following:
- ✓ Clearly state what you are proposing. (You wrote this in Step 3.)
  - ✓ Include ideas for each of the categories in Step 1.
  - ✓ Explain why your ideas are good. If, for example, you provide the name of one of your band's first songs, explain why that song will be a hit.
  - ✓ Write with a confident, enthusiastic tone that will help persuade the big shots at the record company to accept your proposal.
  - ✓ Use transition words to make your sentences flow smoothly from one to the next.
  - ✓ Vary the length and structure of your sentences to keep your writing lively.
  - ✓ Conclude your paragraph with a strong sentence that gives your readers—those big shots—something to think about.

Write your first draft of your paragraph on the lines below.

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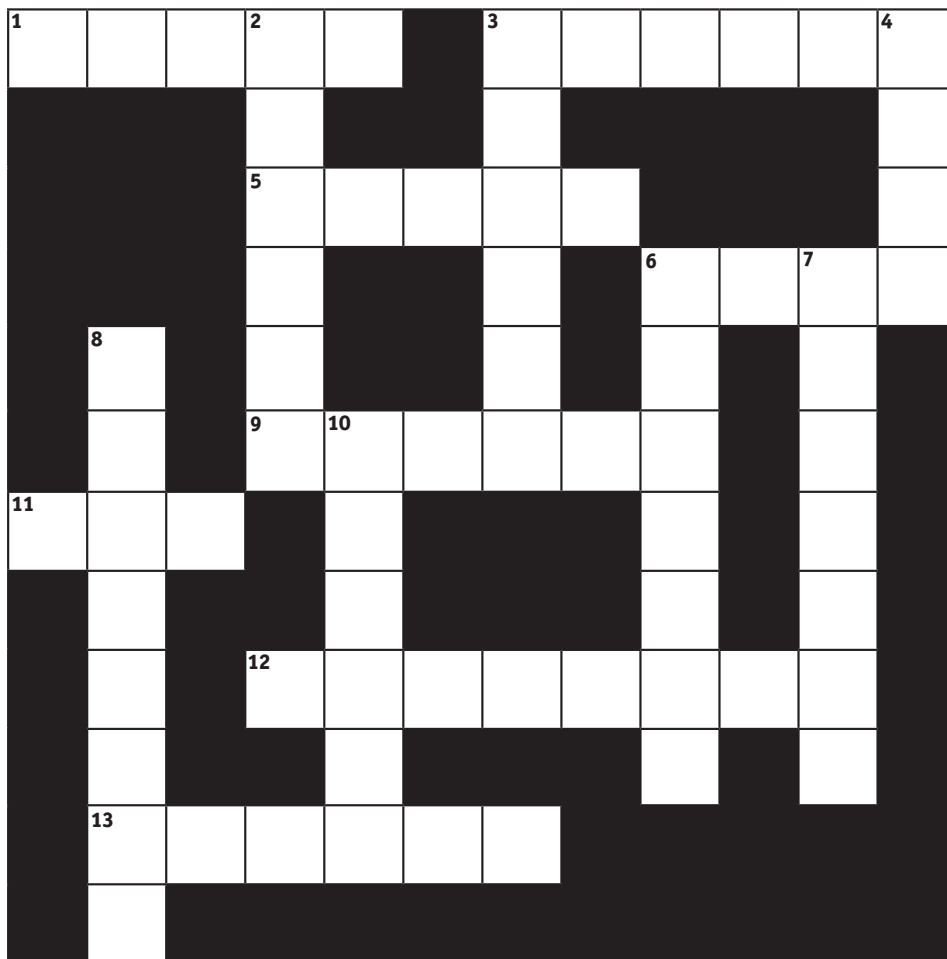
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Read your paragraph. Did you do everything on the checklist above? Is there anything you could express more clearly or in a more compelling way? Write a second draft of your paragraph on a separate sheet of paper, making any necessary improvements. Then proofread that draft, fixing any spelling, punctuation, and grammar errors.



# Scope Crossword Puzzle

**Directions:** Use the December 2013 issue of *Scope* to help you complete the crossword.



## ACROSS

1. a name meaning "frightened one"
3. Despite possible \_\_\_\_ benefits, doctors say trampolines should never be used at home.
5. JFK's \_\_\_\_ helped make him a symbol of hope.
6. A phobia is an extreme irrational \_\_\_\_.

9. The open-top limo put JFK in increased \_\_\_\_.
11. maximum number of people who can be safe on a trampoline at the same time
12. Jack Ruby \_\_\_\_ Lee Harvey Oswald.
13. the part of the brain that processes thoughts

## DOWN

2. Was Pandora's curiosity \_\_\_\_ her control?
3. Lying and \_\_\_\_ were two things introduced when Pandora opened the box.
4. A successful boy band has at least one member with fantastic \_\_\_\_.
6. Prometheus was god of foresight, the ability to look \_\_\_\_ in time.

7. Some experts believe that \_\_\_\_ can be a hero.
8. People are often able to \_\_\_\_ themselves and others that they should be afraid, like the villagers in "Conquering Fear."
10. There was a small \_\_\_\_ of gas left in the car. (number/amount)

# JFK Contest

Compare the purposes of the article and the poem. What key ideas in the article are reflected in the poem? Explain your answers in two paragraphs. Use text evidence to support your ideas. Five winners will each receive a copy of *"The President Has Been Shot!"* by James Swanson.

## 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](mailto:scopemag@scholastic.com)  
Or mail to: JFK Contest, c/o Scope, P.O. Box 712, New York, NY 10013-0712

**ENTRIES MUST BE RECEIVED BY FEBRUARY 1, 2014!**

# Pandora Contest

Pandora was blamed for unleashing evil into the world. But is that really fair?

Retell *Pandora's Box* from Pandora's point of view. Your story can be in the form of a video, a slide show, or a written narrative. Make sure your version demonstrates how Pandora's perspective would differ from those of the other characters. Five winners will get Rick Riordan's new book *The House of Hades* from the Heroes of Olympus series.

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: \_\_\_\_\_

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## Fear Contest

The folktale concludes, “Miobe has brought us the monster. Its name is fear.” Explain what this means and how it applies to both Kyle’s and Miobe’s experiences. In what way did each boy fight a monster? Five winners will each receive *School of Fear* by Gitty Daneshvari.

### 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: \_\_\_\_\_

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## You Write It Contest

Design the perfect boy band, using information from the infographic to support your choices. (Don't forget to give your band a catchy name.) Send your proposal to You Write It Contest. Three winners will each get a \$25 Visa gift.

### 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: \_\_\_\_\_

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to my participation in this contest.

Parent's or legal guardian's signature: \_\_\_\_\_

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