

Comic Strip: "Jane & Austin's Literary Laughs" • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Jane & Austin's Literary Laughs

**Directions:** Write your own episode of Scope's comic about Jane & Austin. Then send it to us for a chance to get it published: Jane & Austin, Scholastic Scope, 557 Broadway, New York, NY 10012.

My name: \_\_\_\_\_ My teacher: \_\_\_\_\_

My school: \_\_\_\_\_ My grade: \_\_\_\_\_

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

Jane & Austin's  
Literary Laughs

Title: \_\_\_\_\_

## COMIC STRIP

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# Writing Rubric

**Directions:** A rubric is a way to measure the quality of your work. Use this rubric to assess anything you write. You can apply it to your fiction, nonfiction, personal essays, book reviews, thesis papers—any piece of writing!

**1. IDEA**

My main idea is: \_\_\_\_\_

\_\_\_\_\_

**2. ORGANIZATION**

I organized my writing this way: \_\_\_\_\_

\_\_\_\_\_

I chose this way to organize because: \_\_\_\_\_

\_\_\_\_\_

**3. SENTENCES**

Do I vary the way I begin sentences? \_\_\_\_\_

Do my sentences vary in structure? \_\_\_\_\_

Do my sentences vary in length? \_\_\_\_\_

**4. VOICE**

The voice I use is (at least two adjectives): \_\_\_\_\_

For example: \_\_\_\_\_

\_\_\_\_\_

**5. WORD CHOICE**

Do I use the correct words to say what I mean? \_\_\_\_\_

Do I vary my vocabulary to avoid repeating the same words over and over? \_\_\_\_\_

**6. EDIT**

Did I check spelling? \_\_\_\_\_

Did I proofread for proper punctuation and grammar? \_\_\_\_\_

The SCOPE 100 • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# The SCOPE 100—Antonyms

**Directions:** Do you remember the meanings of the seven SCOPE 100 words you learned in this issue? Check your knowledge by choosing the correct antonym (opposite) for the words below. Then use each word in a sentence.

**1. admonish**

- Ⓐ admire
- Ⓑ congratulate
- Ⓒ approve
- Ⓓ scold

**3. ordeal**

- Ⓐ pleasant experience
- Ⓑ instructions
- Ⓒ difficulty
- Ⓓ trial

**5. impulsive**

- Ⓐ cautious
- Ⓑ hasty
- Ⓒ forward moving
- Ⓓ petulant

**7. delude**

- Ⓐ be truthful
- Ⓑ mislead
- Ⓒ sing
- Ⓓ weaken

**2. conciliatory**

- Ⓐ adviser
- Ⓑ confrontational
- Ⓒ peace-making
- Ⓓ appeasing

**4. astound**

- Ⓐ surprise
- Ⓑ bore
- Ⓒ amaze
- Ⓓ overwhelm

**6. enact**

- Ⓐ pass
- Ⓑ ratify
- Ⓒ perform
- Ⓓ reject

Write a sentence for each of the SCOPE 100 words above.

1. \_\_\_\_\_  
 \_\_\_\_\_

2. \_\_\_\_\_  
 \_\_\_\_\_

3. \_\_\_\_\_  
 \_\_\_\_\_

4. \_\_\_\_\_  
 \_\_\_\_\_

5. \_\_\_\_\_  
 \_\_\_\_\_

6. \_\_\_\_\_  
 \_\_\_\_\_

7. \_\_\_\_\_  
 \_\_\_\_\_

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# Captivating Captions

**Directions:** Captions usually appear on or beneath a photograph. The purpose of a caption is to explain what's going on in the picture. Read the caption-writing tips below. Then complete the activity that follows.

- A caption clearly tells the reader the main point or subject of the picture.
- Usually, there's not a lot of space for a caption. You have to say the most you can with few words.
- A caption should start with a capital letter.

**I.** Captions can be straightforward descriptions, such as the names and locations of the people in the photo. Find three examples of this kind of caption in your issue of *Scope*.

Page #	Caption
_____	“ _____ ”
_____	“ _____ ”
_____	“ _____ ”

**II.** Captions can also comment about a picture or prompt the reader to think about it in a certain way. Find three examples of this kind of caption in your issue of *Scope*.

Page #	Caption
_____	“ _____ ”
_____	“ _____ ”
_____	“ _____ ”

**III.** Sometimes captions offer a witty take on the photo. In these captions, the writer reveals a fresh and original way to look at a photo or an illustration. Look at the “Write the Caption” photo on p. 32. What might the dog be thinking? Why might he be dressed that way? What would he like to say to the reader? Write your own captivating caption for that photo (or any other photo in the issue) on the lines below.

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Article: *The Dark Pond* • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Denotation vs. Connotation

Sometimes words have more than one meaning. A word's *denotation* is its literal meaning—the way it would be defined in a dictionary. A word's *connotation* is its implied meaning, such as the emotions or images the word evokes.

**EXAMPLE:**

Annie's favorite place on Earth is her **home**.

**Home:**

*Denotation:* the place where a person lives; house

*Connotation:* a place where a person feels safe and loved

**Directions:** Read *The Dark Pond* on page 24 of this issue of *Scope*. Then, find the following words in the text and complete the chart below, providing the denotation and connotation of each word.

Words	Denotation	Connotation
long hair		
kommandant		
buzz cut		
snake pit		
dark pond		
call		

Section: Your World • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Get Familiar With Fables

A **fable** is a short tale that teaches a lesson or a moral. Fables often have animals as characters. The most famous fabulist (fable-writer) in history is Aesop (AY-sawp). Although no one is sure of the exact details of his life, experts believe he was born into slavery in Greece in the sixth century B.C. Aesop was eventually freed, in part because he impressed his master so much with his intelligence and wit. During his lifetime, Aesop told hundreds of fables that showed insight into human nature and behavior.

**Directions:** Read the fable below, then answer the questions that follow.

## *The Dog and the Shadow*

It happened that a Dog had got a piece of meat and was carrying it home in his mouth to eat it in peace. Now on his way home he had to cross a plank lying across a running brook. As he crossed, he looked down and saw his own shadow reflected in the water beneath. Thinking it was another dog with another piece of meat, he made up his mind to have that also. So he made a snap at the shadow in the water, but as he opened his mouth the piece of meat fell out, dropped into the water, and was never seen more.

1. Why did the dog snap at his shadow?

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2. What human characteristic did the dog display?

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3. What is the moral of this fable, in your own words?

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Article: "Around the World at 17" • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Around the World at 17 Quiz

**Directions:** Read the article "Around the World at 17," and answer these questions.

1. What record did Zac set?
  - Ⓐ He sailed around the world the fastest.
  - Ⓑ He was the first person to sail around the world alone before the age of 18.
  - Ⓒ His boat was the tiniest to make it around the globe.
  - Ⓓ He made the fewest stops around the world.
  
2. What can you conclude about Zac from this article?
  - Ⓐ He is motivated to break records.
  - Ⓑ He likes to follow in other people's footsteps.
  - Ⓒ He is shy.
  - Ⓓ He likes to take on big challenges.
  
3. What happened first?
  - Ⓐ Zac spent four months preparing his sailboat.
  - Ⓑ Zac worked summer jobs to save money for a boat.
  - Ⓒ Zac sailed into Marina del Rey.
  - Ⓓ Pirates followed Zac.
  
4. Excluding North America, which continent did Zac sail past last?
  - Ⓐ South America
  - Ⓑ Asia
  - Ⓒ Australia
  - Ⓓ Africa
  
5. What does **harrowing** mean in the following sentence: "Zac made it safely around the planet—but not without some **harrowing** moments"?
  - Ⓐ extremely distressing
  - Ⓑ exciting
  - Ⓒ regrettable
  - Ⓓ memorable
  
6. Which of the following details show that Zac had a lot of personal time on his trip?
  - Ⓐ The boat's entire electrical system shorted out.
  - Ⓑ He made many new friends.
  - Ⓒ He read almost 70 books.
  - Ⓓ He plans to write a book.
  
7. Which of the following is TRUE?
  - Ⓐ Zac's favorite part of his adventure was meeting new people.
  - Ⓑ Everyone should be inspired by Zac's achievement.
  - Ⓒ Sailing is a fun and educational hobby for young people.
  - Ⓓ It's better to break the mold than to do what people expect.
  
8. How could you best restate Zac's message to teens?
  - Ⓐ Seek expert advice before you try something new.
  - Ⓑ Explore the world by learning to sail.
  - Ⓒ If your plan doesn't work out, give up on it.
  - Ⓓ Follow your dream no matter what other people think of it.
  
9. What were two things Zac liked most about his trip? Why did he like them?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_
  
10. Zac was in a few dangerous situations during his journey. What do you think he learned from them?
 

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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Book Review: *The Call of the Wild* • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Write a Book Review

In this issue, we published a book review by seventh-grader Malcolm Nash. Have you recently read a book that inspired you like *The Call of the Wild* inspired Malcolm? Use this guide to help you write a review. Then send it to *Scope*, 557 Broadway, New York, NY 10012. (Be sure to include a consent form. Ask your teacher.) You might just see YOUR review in a future issue!

## Organize Your Thoughts

1. What is the book's title, and who is the author? \_\_\_\_\_
2. Where does the book take place and when? \_\_\_\_\_
3. What is the genre (adventure, tragedy, mystery, comedy, etc.)? \_\_\_\_\_
4. Describe the main character(s). \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Summarize what the book is about in two sentences. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
6. What is the theme or main idea of the story? (Example: One theme of *Stardust* is that society can't tell you who you are; you must follow your own path to achieve great things.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
7. What kind of person might enjoy reading this book? (Example: If you love stories about adventures at sea, then you won't want to miss Jules Verne's *20,000 Leagues Under the Sea*.)  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
8. What is your overall impression of the book? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Time to Write!

Use your responses to the questions above as an outline to write your review. Then decide on a central point, such as *This novel shows how friendship helps teens cope with hardship*. Put your central point in the first paragraph.

Play: *The Blind Side* • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Identifying Cause and Effect

When you read, it's important to understand why certain things happen. Often, one event causes another event to happen. This is called a cause-and-effect relationship. For example:

Tiffany forgot her umbrella. She came home drenched.  
 (cause) (effect)

**Directions:** Complete the chart below by filling in the blank spaces with the correct cause or effect from the play *The Blind Side*.

Cause	Effect
Michael has a poverty-stricken background.	
The Tuohys realize Michael has nowhere to go for Thanksgiving.	
	Michael's grades improve in school.
	Denise starts to cry.
	SJ's injuries in the car accident aren't as bad as they could have been.
Leigh Anne compares the football team to the Tuohy family.	
SJ videotapes Michael playing football.	
The poem "The Charge of the Light Brigade" inspires Michael.	

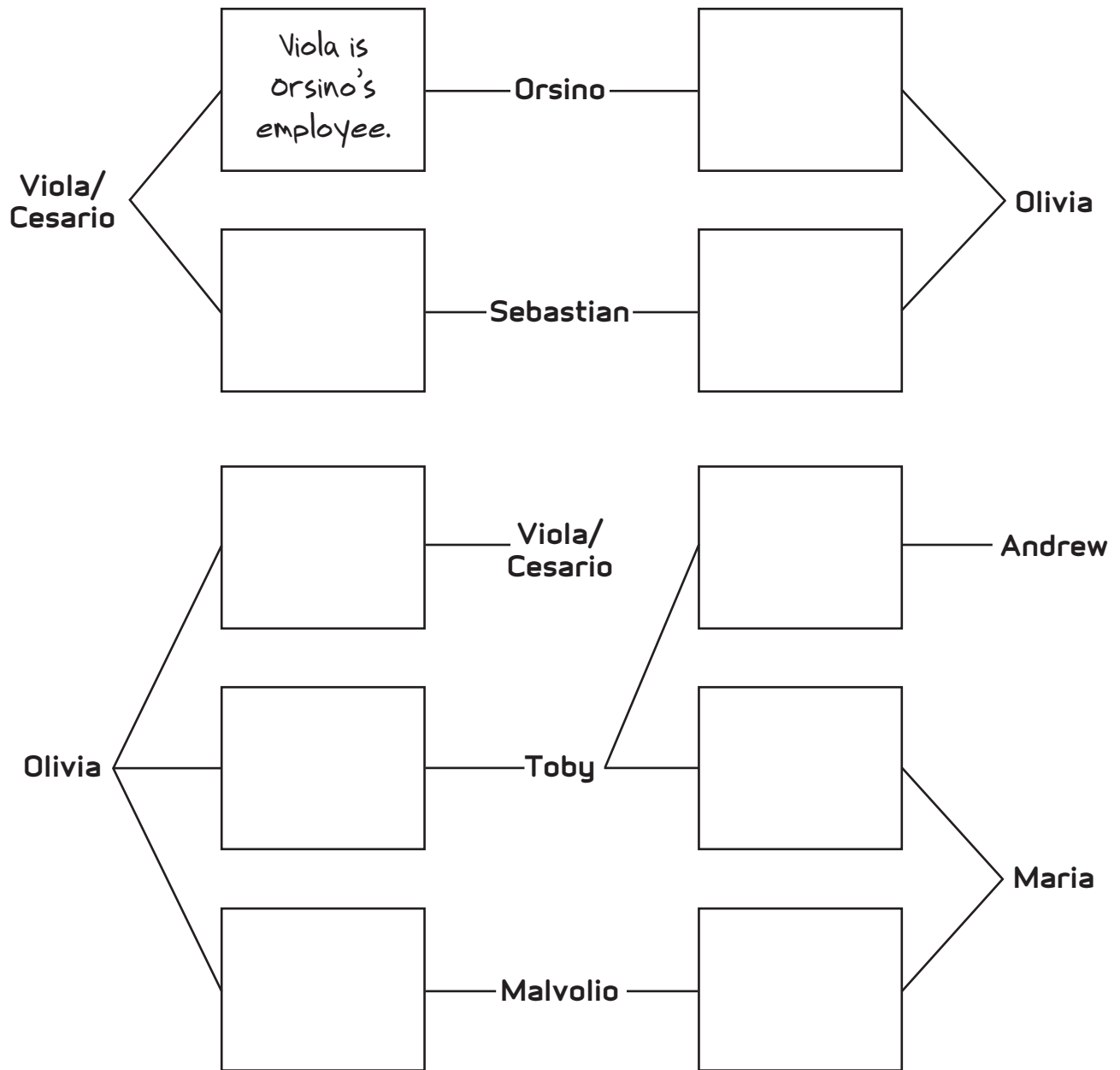
Play: *Twelfth Night* • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Relationship Web

Trying to keep up with all the characters in *Twelfth Night* can be confusing! Use the graphic organizer below to help you remember how they relate to one another.

**Directions:** Each box below lies between two characters in the play *Twelfth Night*. Fill in the boxes with a description of the relationship between the two. We've done the first one for you.



Play: *Twelfth Night* • Issue: November 16-30, 2009

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# Anticipation Guide

Making predictions while you read helps you relate to the text—plus it’s fun when your prediction turns out to be correct! Use the chart below to help you anticipate and reflect on the action and ideas of *Twelfth Night*.

**Directions:** Before you read the play, complete the first column in the chart below, under “Before.” Based on the character list, photos, and pre-reading class discussion, write an **A** if you agree with the statement or a **D** if you disagree. Halfway through the play, complete the second column, under “During.” Have your predictions changed? Finally, complete the last column when you finish reading. How did your predictions change?

	Before	During	After
1. Viola’s disguise as a boy will lead to mix-ups, especially concerning love.	_____	_____	_____
2. No one will fall for Viola’s disguise, and she will feel foolish.	_____	_____	_____
3. Relationships between characters will be determined by their position in society.	_____	_____	_____
4. Olivia will end up marrying Orsino.	_____	_____	_____
5. People will confuse Viola with Sebastian.	_____	_____	_____
6. Characters who take themselves too seriously will be the target of ridicule.	_____	_____	_____
7. Sebastian and Viola will be separated forever.	_____	_____	_____
8. The play will show that love is about outward appearances.	_____	_____	_____

Quiz: "Which Character Are You?" • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Object of the Preposition

Read the sentences below. What do the phrases in italics have in common?

Greg burst *through the door*.

*Beyond the river* sits a tiny cottage.

Make sure no one leaves the room *after me*.

Did you notice that all the phrases in italics start with a preposition, followed by a noun or a pronoun? These are called *prepositional phrases*. The noun or pronoun in a prepositional phrase is called the *object of the preposition*.

**Directions:** In the sentences below, underline the prepositional phrases. Then, for each phrase, circle the object of the preposition. Some sentences have more than one. We've done the first one for you.

1. Do you sometimes wish you were a character in a book?
2. What if you escaped from the pages of a book and had a library adventure?
3. Romeo Montague could glance across the shelves and see his love.
4. Juliet would stare back at him and know something in her heart.
5. Harry Potter would hop on his broomstick and zoom through an open window.
6. Of course, if you were Hermione Granger, you would settle into a chair and read contentedly.
7. Mr. Darcy would prefer to sit in his private library and have no one talk to him.
8. Elizabeth Bennet might have a clever chat with the librarian.
9. You might be a character from a different book.
10. What would your favorite character do in this situation?

National American Indian Heritage Month • Issue: November 16-30, 2009

Name: \_\_\_\_\_ Class: \_\_\_\_\_ Date: \_\_\_\_\_

# Preposition Practice

A preposition is a word that links one word to other words in a sentence. Prepositions explain the relationship between the words. This relationship often has to do with time or location.

**EXAMPLE:**

Sophia fed the dog *before* school.

“Before” links “dog” and “school”; it tells when one thing happened in relation to another.

**Directions:** Circle the prepositions in the sentences below. Some sentences have more than one.

1. November is National American Indian Heritage Month in the United States.
2. It's an excellent time to learn about different Native American traditions.
3. The seasons are an important theme to many tribes.
4. For the Hopi nation of the Southwest, each year begins in November with Kelmuya.
5. During this month, young men participate in a sacred ceremony that celebrates the creation of the world.
6. They dance, light a fire, and pray for a peaceful life for all people.
7. The Maliseet nation, located in Maine, and New Brunswick, Canada, views the four seasons like stages of life.
8. The seasons teach the people about honoring Earth.
9. Spring is represented by a little girl; people enjoy new sights, sounds, tastes, and smells during this season.
10. Autumn is represented by a young woman who teaches people how to prepare the harvest before winter arrives.
11. When the earth is under the snow, winter is represented by an older woman who reminds everyone to be grateful for water.

