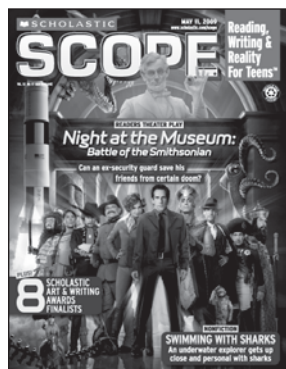


SCOPE

Reading, Writing & Reality For Teens™

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Issue Dates	SEPT. 1	SEPT. 15	SEPT. 29	OCT. 13	OCT. 27	NOV. 10 & 24	DEC. 8	JAN. 5	JAN. 19	FEB. 2	FEB. 16	MAR. 9	MAR. 23	APR. 13	APR. 27	MAY 11
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Dear Teachers,

Our staff is very excited to start working on issues for the next school year that reflect your feedback and the growing and changing needs of today's teachers.

Now more than ever, you need high-interest nonfiction to help your students become active readers and meet state standards. *Scope* offers topical short and long nonfiction features written specifically to engage readers and help build adolescent literacy. Our Readers Theater plays motivate even the most reluctant students to raise their hands and read out loud. We will continue to expand our writing program in the new school year. By the end of the year, students will master the six traits to great writing, as well as lessons in different writing genres, including descriptive, persuasive, personal, narrative, critical, comparison, fiction, and poetry. Have a great summer, and we'll see you in the fall!

THIS ISSUE ONLINE!

www.scholastic.com/scope

***10 bonus reproducibles:**
reading comprehension,
graphic organizers,
and more!
(available April 28)

***Answer keys**
(follow the link
on the top of p. T-4)

STUDENT EDITION SKILLS & STANDARDS

PAGE	ARTICLE	SKILLS	STATE STANDARDS	NCTE & IRA*
3	YOUR WORLD	MAKING CONNECTIONS (6 writing prompts)	• text connections • word origin • reading for information • understanding genre • visual literacy	1, 2, 3, 5, 11
6	READERS THEATER PLAY: <i>Night at the Museum: Battle of the Smithsonian</i> (Lesson, p. T-2)	FLUENCY, EXPRESSION (Reading comprehension • Write Now)	• compare & contrast • inference • plot, setting, tone, character • sequencing • text-to-self • forming an opinion	1, 2, 5, 6, 7, 8, 9, 11
13	WORDHUNT: Dev Patel	CONTEXT CLUES	• reading for information • vocabulary	1, 2, 3, 5
14	NONFICTION: <i>Swimming With Sharks</i> (Lesson, p. T-3)	MAIN IDEA, NARRATIVE WRITING (Write Now)	• reading for information • responding to literature • text-to-self • reading comprehension • text-to-self	1, 2, 3
16	THE SCHOLASTIC ART & WRITING AWARDS (Lesson, p. T-3)	PERSONAL ESSAY (Write Now)	• writing for pleasure • reading for information • student writing	1, 2, 3, 6
20	NONFICTION: Teen Volunteers	MAIN IDEA (Reading comprehension • Write Now)	• text-to-self • supporting details	1, 2, 3, 5, 6
22	HAVING YOUR SAY: Summer Reading	READING FOR PLEASURE (Write Now)	• writing reviews • reading for information	1, 2, 3, 5, 11
23	THE SCOPE 100	VOCABULARY ACQUISITION	• word meaning • writing captions • using context clues	1, 2, 3
24	PUZZLE IT OUT!	READING COMPREHENSION	• compare & contrast • forming an opinion • critical thinking • making connections between articles • responding to literature	1, 2, 3, 5, 11

*NCTE & IRA Middle-School Curriculum Standards

- | | |
|-------------------------------------------------------------|-----------------------------------------------------------------------------|
| 1. Range of materials. | 8. Students use a variety of technological and information resources. |
| 2. Range of literary works. | 9. Understand and respect diversity of language use across cultures. |
| 3. Range of reading strategies. | 10. English-language learners use their first language for English fluency. |
| 4. Adjust use of language to communicate effectively. | 11. Participate as reflective, creative members of literacy community. |
| 5. Range of writing strategies. | 12. Use written language to achieve own goals. |
| 6. Knowledge of language conventions. | |
| 7. Conduct research, gather data, and communicate findings. | |

IN THIS TEACHER'S EDITION:

- T-2 LESSON 1: Readers Theater Play
- T-3 LESSON 2: Swimming With Sharks
- T-3 LESSON 3: Write
- T-4 ANSWER KEY
- T-5 WRITER'S TOOLBOX: Antithesis
- T-6 SKILLS PAGE: Object of the Preposition
- T-7 GRAPHIC ORGANIZER: Inference Sphere
- T-8 SKILLS PAGE: SCOPE 100 Review

Questions about your *SCOPE* order? Call Subscriber Services at 1-800-631-1586.



Readers Theater Play: *Night at the Museum: Battle of the Smithsonian*, p. 6

INTRODUCTION & SUMMARY

The movie *Night at the Museum: Battle of the Smithsonian* opens in theaters May 22. *Scope* readers will get a sneak preview in our adaptation of the film. Roam through museum halls, exhibits, and human history—without leaving your classroom!

OBJECTIVE

To practice fluency and expression

BACKGROUND

A number of characters in the play are based on real historical figures. Share this background with your class:

Theodore Roosevelt: President of the United States from 1901 to 1909. Before becoming President, he was Governor of New York and a hero of the Spanish-American War. During his presidency, he used the Sherman Antitrust Act to break up monopolies, won a Nobel Peace Prize for mediating the Russo-Japanese War, and created many national forests and parks. He also founded the American Museum of Natural History in New York City.

Jedediah Smith: Born in New York in 1799, he became an explorer of the Rocky Mountains and the American West, leading the way to westward expansion.

Amelia Earhart: A famous pilot in a field dominated by men, she set many records, including being the first woman to fly solo across the Atlantic Ocean. In 1937, she disappeared over the Central Pacific while attempting to fly around the globe.

Tuskegee Airmen: Created in 1941, it was the first squadron of African-American military airmen, and it was segregated from white squadrons. In World War II, 450 of these pilots and crew members served overseas. Despite their outstanding record of courage and patriotism, they faced continued racism during the war and upon their return.

PRE-READING STRATEGY

Ask students if they saw the first *Night at the Museum*. Ask a volunteer

to briefly summarize the plot. If no one saw the film, have students flip through the play and predict what it will be about, based on the photos.

DISCUSSION

1. This play takes place in some of the world's most famous museums. In what ways are these good settings for a play or movie? (*They allow the play to incorporate people and artifacts from history.*)
2. Why is the Tablet of Ahkmenrah important to Larry and Kahmunrah? (*It brings Larry's friends to life; it unlocks the gate to the Underworld.*)
3. How does Larry change from the beginning to the end? (*At first, he has abandoned his friends and the job he loves to make his fortune. By the end, he realizes that fame and fortune aren't worth giving up what really matters.*)

EXTENSIONS

Writing Prompt: Create a Museum

Ask students to imagine they are the curator of a new museum. What would be the focus of their museum? What

would the exhibits be? Invite them to write an essay explaining what kind of a museum they would create and why.

Writing Prompt: Research

Have each student research one of the historical personages from the play. Ask them to create a written or visual report about why their chosen character(s) has historical value.

RESOURCES

■ Web sites

- *Night at the Museum: Battle of the Smithsonian* www.nightatthemuseummovie.com
- American Museum of Natural History: www.amnh.org
- National Air and Space Museum: www.nasm.si.edu/exhibitions/online.cfm
- Smithsonian Institution: www.si.edu/museums
- **Scope online reproducible**
- Graphic organizer www.scholastic.com/scope

BE BIG IN YOUR COMMUNITY!

Scholastic Inc. has launched "The Be Big in Your Community Contest" in support of *CLIFFORD THE BIG RED DOG*® and the BE BIG initiative. The contest calls upon kids, parents, teachers, and community leaders to submit their BIG ideas for creating positive change in their communities by demonstrating Clifford's Big Ideas: Share, Play Fair, Have Respect, Work Together, Be Responsible, Be a Good Friend, Help Others, Be Truthful, Be Kind, and Believe in Yourself. The BE BIG Fund will help bring the winning BIG idea to life by awarding one Grand Prize \$25,000 community grant and 10 runner-up \$2,500 community grants to implement the winning BIG ideas via HandsOn Network local affiliate organizations. Submit your idea at www.scholastic.com/cliffordbebig and remember... **IT ONLY TAKES A LITTLE TO BE BIG!**

NO PURCHASE NECESSARY. Open to legal residents of the fifty (50) United States and the District of Columbia. Void where prohibited or restricted by law. Contest starts April 20, 2009 and ends on June 26, 2009.

TEACHER'S CORNER

Renewal Time!

As the 2008/2009 school year comes to an end, don't forget to renew your *Scope* subscription! You can renew through www.scholastic.com/scope or by calling 1-800-SCHOLASTIC.

For funding information, go to www.scholastic.com/scope and click on "Funding Opportunities" at the bottom of the page.



Nonfiction: Swimming With Sharks, p.14

INTRODUCTION & SUMMARY

Sea explorer Fabien Cousteau talks about the wonders of sharks and the oceans they inhabit. He also explains how he invented a shark-shaped submarine that allowed him to get up close and personal with real sharks.

OBJECTIVE

To understand the author's purpose in an article about sharks

PRE-READING STRATEGY

Ask students to share what they already know about sharks. What impressions do they have of this animal? Do they find them scary? Why or why not?

DISCUSSION

1. Why does the author think sharks have earned a bad reputation? What evidence does he present that counters this reputation? (*He believes the media has portrayed sharks as evil and*

dangerous, based on a small number of incidents. He explains that sharks are important because they keep the oceans clean.)

2. What gave Fabien Cousteau the idea to create a shark-shaped submarine? (*a book he read as a child*) Has a book ever given you an idea to do something?

3. Why do you think the author wrote this article? (*He probably wrote it to convince people to protect sharks, and to explore and appreciate the wonders of our world.*)

EXTENSIONS

Writing Prompt: Summer Adventures

Fabien Cousteau concludes his story by saying: "When summer comes around and the possibilities for exploration are upon you, don't forget to have many adventures of your own." Have students brainstorm as a class to make a list of adventures they would

like to have this summer. Then ask them to choose one, and write a story about an adventure they imagine.

Descriptive Writing

The author uses descriptive writing to explain his love for the sea. Ask your students to choose a setting they love and write a detailed, descriptive essay about what they like about that place.

RESOURCES

■ Web sites

• Descriptive writing with Virginia Hamilton: <http://teacher.scholastic.com/writewit/diary/index.htm>

• Official site of Fabien Cousteau: www.fabiencousteau.org

■ Scope online reproducible

• Reading comprehension
www.scholastic.com/scope



The Scholastic Art & Writing Awards, p.16

INTRODUCTION & SUMMARY

As always, The Scholastic Art & Writing Awards showcase the talent of young people today. The work of eight finalists, including a personal essay by eighth-grader Maxine McGredy, appears on four pages of this issue.

OBJECTIVE

To understand the narrative arc of a personal essay

PRE-READING STRATEGY

Tell students that they are going to read a personal essay by eighth-grader Maxine McGredy. Then, ask your class to define a personal essay. What elements should it have? Explain that it's a piece of writing that uses a personal experience or reflection to

offer an insight to readers.

DISCUSSION

1. What is the main problem described in the essay? What are the causes of the problem? (*Writing used to be an easy and enjoyable experience for Maxine, but she became too busy and too self-critical to write freely.*)

2. What did Maxine do to overcome her problems? (*She read classics.*) Did it work? (*No, doing so intimidated her.*)

3. The author uses a number of literary devices, such as metaphors, similes, and personification. What are some examples? (*"The paper had become angry and spiteful." "It is as if I had put on a pair of glasses that allowed me to see through the shells of objects."*)

4. What is the essay's concluding

thought? (*Answers will vary but may include that sometimes a problem can be solved in an unexpected way.*)

EXTENSION

Writing Prompt: Personal Essay

Invite students to write their own personal essays about something they have learned from an activity they love. Remind them to search for the thought or insight they want to offer the reader. Perhaps next year, they will win an award too!

RESOURCE

■ Web site

• Scholastic Art & Writing Awards: www.artandwriting.org



Name: _____ Class: _____ Date: _____

Using Antithesis in Writing

Available as a PDF at scholastic.com/scope

Good writers know how to use certain forms of expression to make strong arguments. The word *antithesis* means "opposition" or "contrast," and it is a tool you can use in writing to express an idea. Read more about it below.

I. What is antithesis?

Antithesis is the juxtaposition (placing side by side) of two opposing ideas in the same sentence or pair of sentences.

Examples:

"We must learn to live together as brothers or perish together as fools."
—*Martin Luther King Jr.*

"It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness . . ."
—*Charles Dickens, A Tale of Two Cities*

"The world will little note, nor long remember, what we say here, but it can never forget what they did here."
—*Abraham Lincoln, "Gettysburg Address"*

YOUR TURN

Fill in the blanks in the following sentences to create antithesis.

- The sorrow of his youth led to the _____ of his old age.
- As the skyscrapers soared to great heights, the people in them descended to _____.
- Choose to succeed today or to _____ tomorrow.

II. Parallel structure

Notice that in all the examples of antithesis above, the opposing parts of the sentences have the same structure, or grammatical form. Some even repeat words in both parts of the sentence. This is called parallel structure. The repetition emphasizes the contrast the writer creates.

YOUR TURN

Complete the sentences below using the same structure in the second half of the sentence as in the first half. Make sure you use antithesis!

- To live in freedom is to fly, but _____.
- Jokes are for the clever; _____.
- The human heart is expressed through music, but _____.

III. Make antithesis work for you

Think of a topic about which you have a strong opinion. Write three sentences using antithesis to express your ideas on the topic. For a greater challenge, incorporate your sentences into an essay or a speech.

- _____
- _____
- _____



Name: _____ Class: _____ Date: _____

Identifying the Object of the Preposition

Available as a PDF at scholastic.com/scope

A preposition's purpose is to link other words in a sentence; it usually describes how words relate to each other in location or time. Common prepositions include: *above, across, after, before, below, during, in, near, of, under, with, and without.*

The object of a preposition is the noun that comes after a preposition in a prepositional phrase. For example:

<u>Prepositional phrase</u>	<u>Object of the preposition</u>
in the barn	barn
around the world	world
during the revolution	revolution

Note: When the object of the preposition is a pronoun, use an object pronoun: *me, you, him, her, us, or them.*

Examples:
without him; across from us; to Caroline and me

Directions: In the sentences below, circle the prepositional phrases, and underline the objects of the prepositions. Some sentences have more than one.

1. Asian Pacific American Heritage Month is celebrated throughout May.
2. It is a perfect time to learn about the heritage of many Asian Pacific Americans.
3. During the 19th century, many Chinese immigrants worked on the Transcontinental Railroad.
4. They were treated harshly, paid little, and exposed to dangerous work conditions.
5. Without their hard work and sacrifice, the railroad could not have been built.
6. Asian Pacific Americans have also made a difference in the military.
7. During World War II, an Asian American army unit—the 442nd Infantry—fought heroically in Italy, France, and Germany.
8. Most of the 442nd Infantry were Americans whose ancestors emigrated from Japan.
9. While these soldiers fought for their country in Europe, the government put their families in internment camps at home.
10. Take time in May to learn more about Asian Pacific Americans and the many contributions they have made across our nation.

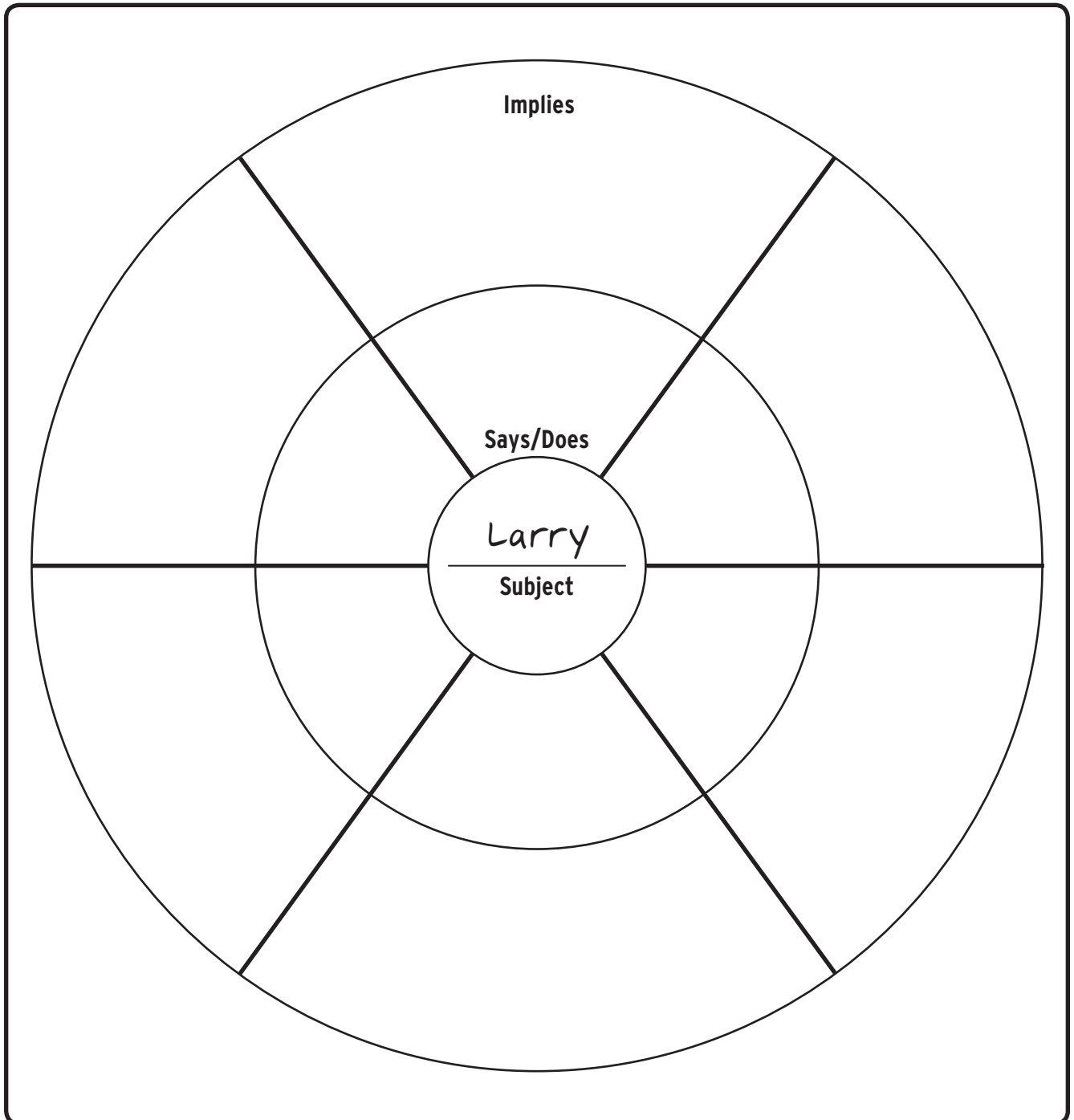
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Name: _____ Class: _____ Date: _____

Inference Sphere

Available
as a PDF at
scholastic.com/scope

Directions: Use the sphere below to make inferences about Larry, the main character in *Night at the Museum: Battle of the Smithsonian*. Choose six things Larry says or does in the play, and write one in each of the six sections in the middle circle. Use the outer circle to explain what those actions or statements imply.



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Name: _____ Class: _____ Date: _____

The SCOPE 100

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This year, you learned 100 vocabulary words from the SAT and ACT tests. How many do you remember?
Test your memory! Next to each SCOPE 100 word listed below, write a synonym in the space provided. Good luck!

- | | | |
|-------------------|-------------------|-------------------|
| abominable _____ | erupt _____ | progeny _____ |
| acumen _____ | expose _____ | prudent _____ |
| ajar _____ | extant _____ | prune _____ |
| apathetic _____ | extemporize _____ | rancor _____ |
| aristocrat _____ | façade _____ | rapport _____ |
| augment _____ | faction _____ | redoubtable _____ |
| baffle _____ | flaunt _____ | regiment _____ |
| ballad _____ | formidable _____ | rejuvenate _____ |
| bolster _____ | fortify _____ | residual _____ |
| brandish _____ | garish _____ | rhapsody _____ |
| capacity _____ | genial _____ | rue _____ |
| capricious _____ | glut _____ | sapient _____ |
| careen _____ | gusto _____ | scamper _____ |
| colossal _____ | ignite _____ | scrupulous _____ |
| conclave _____ | inveigle _____ | scrutiny _____ |
| corroborate _____ | irrevocably _____ | seminal _____ |
| curtail _____ | lanky _____ | solace _____ |
| deduce _____ | lurid _____ | squander _____ |
| despondent _____ | machination _____ | strategic _____ |
| dictate _____ | mandate _____ | subsequent _____ |
| disheveled _____ | manifest _____ | succumb _____ |
| dissonant _____ | melee _____ | surpass _____ |
| distort _____ | ornate _____ | synthesize _____ |
| divert _____ | parity _____ | tolerate _____ |
| dread _____ | pathos _____ | trauma _____ |
| drub _____ | penchant _____ | trove _____ |
| dubious _____ | perennial _____ | turbid _____ |
| dynamic _____ | plaudit _____ | turpitude _____ |
| egotist _____ | ploy _____ | untenable _____ |
| emit _____ | polarize _____ | vicinity _____ |
| empirical _____ | pomp _____ | vigorous _____ |
| enunciate _____ | pragmatic _____ | vitality _____ |
| envision _____ | precept _____ | wrangle _____ |
| | prodigy _____ | |

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