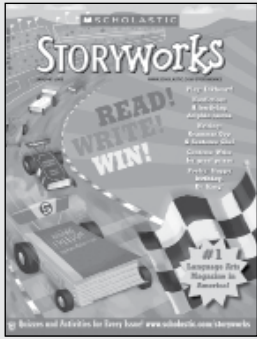




STORYWORKS

Teacher's Edition • A Complete Teaching Kit
January 2009

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January Highlights IN THE MAGAZINE

- **A Superhero of the Sea** takes students on a terrifying mission to save two **dolphins** who had been captured for a resort "swim-with" program, but were left to die. This article will introduce students to the inspiring Hardy Jones, who has helped save millions of dolphins.
- **Inkheart** fans will be thrilled with this month's play, and even reluctant readers will want to explore Cornelia Funke's imaginative books further.
- *Storyworks* favorite, **Patrick Jennings**, spins a hilarious and moving tale about a new student (*pssst! he's an owl*) who helps the class outsider find a sense of belonging. Great for discussions about **bullying**.
- Before there was *American Idol*, there was *The Original Amateur Hour*—the radio and TV talent show that gave Frank Sinatra his start. Students will compare and contrast.
- **PLUS: Happy birthday, Dr. King!** Celebrate with a poetic song.

OUR NEW WEB SITE IS CONTINUALLY UPDATED!

LOG ON TO **WWW.SCHOLASTIC.COM/STORYWORKS** TO FIND:



- 24 **FREE** standards-based **reproducible skills activities and quizzes** for this issue.
- Resourceful vocabulary and critical thinking activities for each article. Plus **a brand-new Writing Process activity!**
- Writing expert **Mary Rose** offers special tips.

This Teacher's Edition is available online!

URGENT NEWS ABOUT OUR ONLINE ANSWER KEYS!

You will find the answer keys for online reproducibles on a separate Web site: www.scholastic.com/storyworksanswerkey. This comes in response to complaints from many teachers that their crafty students were finding answers online. In addition, you will find the magazine's answer key on that Web site, though those answers are also printed on page T7 of this Teacher's Edition.

January at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p>Poetry, p. 3 “Ferris-Wheeling” BY ROBERT WEINSTOCK</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying tone • Analyzing word choice • Understanding poetic structure • Text-to-self <p>Other standards and skills: writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Poetry Writing (Motion Poem)
<p>Nonfiction, p. 8 “A Superhero of the Sea” BY LAUREN TARSHIS</p> <p>Writing Activity: Sentence Chef: Paragraph writing activity</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Reading for information • Identifying problems and solutions • Summarizing • Making inferences <p>Other standards and skills: reading comprehension, identifying details, understanding important ideas, critical thinking, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Summarizing • Writing Process
<p>Fiction, p. 14 “Odd, Weird, & Little” BY PATRICK JENNINGS</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding character • Understanding main idea • Identifying author’s purpose • Making inferences • Identifying supporting details <p>Other standards and skills: understanding plot, comparing and contrasting, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Understanding Character/ Making Inferences • Understanding Theme
<p>Play, p. 25 “Inkheart” ADAPTED FROM THE SCREENPLAY BASED ON THE BOOK BY CORNELIA FUNKE</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding plot • Sequencing • Making inferences • Making predictions • Understanding characters’ motivations <p>Other standards and skills: understanding character, understanding text structure, critical thinking, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Understanding Characters’ Motivations • Genre Study: Fantasy
<p>Poetry, p. 32 “Keep Your Eyes on the Prize” BY ALICE WINE</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding main idea • Understanding historical context • Critical thinking <p>Other standards and skills: making inferences</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Text-to-Self

Departments and Skills Pages

Crossword Puzzle
 Vocabulary
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Grammar Cop
 They’re, There, Their
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Writing Rescue!
 Run-on Sentences
 page 7

Sentence Chef
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Yesterday & Today
 Compare/Contrast
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Wordworks
 Parts of Speech
 page 22

Bubble Test
 Test Taking
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Poetry

Ferris-Wheeling p. 3



SUMMARY

How does *your* stomach feel on a ferris wheel? Poet and artist Robert Weinstock finds a fabulously fun way to describe that feeling!

LANGUAGE ARTS STANDARDS

- Identifying tone
- Analyzing word choice
- Understanding poetic structure
- Text-to-self

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- identify the tone of the poem
- discuss how the rhymes, rhythm, and word choices create the poem's tone
- examine the repetition of the suffix -ing
- relate the poem to their own experiences on ferris wheels or other rides

BEFORE READING

Text-to-self: Ask for a show of hands of how many students have ridden on a ferris wheel. Invite them to describe their experience. Was it fun? Scary? How do students feel when they go on amusement park rides?

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What is the tone of this poem (i.e., light, serious, angry, funny)? (identify tone) *It is fun and entertaining.*
- How does the author suggest you might feel on a ferris wheel? What words does he use to suggest this in a funny way? (analyzing word choice) *He suggests you might feel sick, but he chooses creative ways to express it, such as "corndog-whirling."*
- What word ending is repeated throughout the poem? What effect does the repetition create? (understanding

poetic structure) *The suffix -ing is repeated, giving the poem a bouncing rhythm.*

AFTER READING

Moving to the beat: Together with your class, clap out the rhythm of this poem as you read it together slowly. Then, put students in pairs or groups and ask them to make up movements to go along with the poem that emphasize its rhythm and meaning. They might want to think of hand movements, or get their whole bodies moving!

Writing your own motion poem: Ask students to think of an exciting ride they've taken— a bike ride downhill, sledding, skiing, etc. Invite them to brainstorm words to describe how they felt while doing it. Then, have them use those words to write their own poem. **Or, download our reproducible at www.scholastic.com/storyworks.**

Keep Your Eyes on the Prize p. 32



SUMMARY

In 1956, Alice Wine rewrote the spiritual, "Keep Your Hand on the Plow," to reflect the struggle for freedom and equality that African-Americans faced. The resulting song is shown here to share with your students.

LANGUAGE ARTS STANDARDS

- Understanding main idea
- Understanding historical context
- Critical thinking

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- explain the main idea of the poem
- understand its origin and how it relates to the civil rights movement
- understand the allusion to Paul, Silas

BEFORE READING

Background information: Based on a traditional spiritual, this song became important during the civil rights movement as a way to express the goals of freedom and equality. Famous singers, including Mahalia Jackson, Pete Seeger, Bob Dylan, and Bruce Springsteen, have recorded it. Explain that the first line comes from a biblical story in which Paul and Silas were imprisoned in Greece for spreading Christianity. They remained hopeful and kept singing despite their lack of freedom because they had faith their situation would improve.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What do you think "Keep your eyes on the prize" means? What is the prize? (understanding main idea) *The prize*

is freedom, and the line means to stay focused on this goal despite hardships.

- How do you think singing this song during the civil rights movement helped people? (critical thinking) *It reinforced the idea that better times lay ahead; also, it reminded them that people have overcome oppression in the past.*
- What is happening in the illustration and how does this relate to the poem? (making inferences) *African-Americans are emerging victorious from a courthouse. They probably just won a civil rights battle.*

AFTER READING

Researching other songs: Help your students find other songs that were important in the civil rights era. Have them work in groups to explore the origin and meaning of a song and then perform it for the class!



Reproducibles

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with these poems:

FERRIS-WHEELING

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing (Motion Poem)

KEEP YOUR EYES ON THE PRIZE

- Comprehension Quiz
- Critical Thinking Questions
- Text-to-Self



SUMMARY

From tuna fishing to aquarium shows, dolphins have faced many threats over the years. But one man, Hardy Jones, uses his camera as a powerful defense.

LANGUAGE ARTS STANDARDS

- Reading for information
- Identifying problems and solutions
- Summarizing
- Making inferences

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- summarize problems dolphins face and how Hardy Jones helps them
- discuss how public awareness of a problem can help solve it
- identify common misperceptions about dolphins
- think of ways this story could inspire them to improve their world

BEFORE READING

Ask students if any of them have seen dolphins at an aquarium, a dolphin show, in the wild, on TV, or anywhere else. What are their impressions of what dolphins are like? How do they feel about dolphins? If they knew a dolphin was in danger, how would they feel?

DURING READING

Vocabulary: This article contains words that might be unfamiliar to students. Help them enrich their vocabularies by writing these words and definitions on the board or chart paper for students to use as a reference as they come across them: **a. critical** very important; **b. hoisted** lifted; **c. slathered** spread thickly; **d. harrowing** scary or disturbing; **e. brutal** mean, violent; **f. harpoons** spears; **g. captivity** being confined, lacking freedom; **h. disoriented** confused. (Also see Vocab U. Larry's words in bold in the article.) **Or, download our reproducible at www.scholastic.com/storyworks.**

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- Why did Nica and Blue Fields need to be rescued? (reading comprehension)

They had been abandoned in a toxic pool by men who captured them to sell to a hotel, but the deal fell through.

- Who participated in Nica and Blue Fields's rescue? What was Hardy Jones's role? (identifying details) *The Nicaraguan government and military, WSPA scientists, and Jones participated. Jones filmed the rescue so millions of people could find out about it.*

- In what field did Jones start working? What were his interests outside of work? How did he put his interests and talents together? (understanding important ideas) *He started off making films for television. He had a passion for scuba diving and dolphins. He decided to leave television and use his film talents to help sea creatures.*

- How was the tuna industry a problem for dolphins? How did Jones help solve the problem? (identifying problem and solutions) *Dolphins got caught in tuna nets and died. Jones made a film about this, which prompted thousands of people to protest against the tuna companies until they changed their fishing methods.*

- What threat do dolphins face in Japan? What did Jones do? Some say that the dolphin hunts are part of traditional Japanese culture and should continue; protesters argue that the practice is cruel. What do you think? (critical thinking) *Traditional hunts brutally kill dolphins every year in Japan. Jones filmed a hunt, inspiring people to protest, which led to the end of some hunts. Answers will vary.*

- What is currently one of the fastest-growing threats to dolphins? (reading for information) *Dolphins are being captured for shows and swim-with programs.*

- How does greed affect the dolphins' fate? (making inferences) *Some hotel and resort owners are more interested in making money than in the dolphins' well-being.*

- What are two misperceptions that lead people to believe that dolphins are happy in captivity? (identifying details) *Dolphins look like they're smiling, but that's the natural shape of their mouths; even if they are treated well in captivity, they probably don't get to swim enough.*

- What does this story tell you about the power of using a camera? (drawing

conclusions) *You can change the world by using photographs to make people aware of problems.*

AFTER READING

Awareness campaigns: Hardy Jones used what he knew—film—to make people aware of problems facing dolphins. Invite students to explore their own talents for raising awareness. First, ask them to think of something important to them: preserving the environment, helping people with an illness, protecting animals, etc. Then ask them to think about how they could best communicate a message about it: by making a poster, taking a picture, writing a poem, choreographing a dance, or any other creative form of expression. Have them share their creations with the class.

Summarizing: Invite students to write a summary of this article. Remind them that a summary briefly explains the key points in the article, without repeating the details. **Or, download our reproducible at www.scholastic.com/storyworks.**

WRITING PROMPTS

Expository: This article emphasizes the power of images. Ask students to write about one of the photographs. What does it show, and how does it affect their knowledge and feelings about dolphins?

Letter: Ask students to imagine they are a dolphin writing a letter to Hardy Jones. What would they say to him?



Reproducibles

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this article:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Summarizing
- Writing Process

**SUMMARY**

The new kid in class seems awfully weird to everyone—and no one seems to notice he’s an owl! Patrick Jennings spins another wacky and heartwarming story, just for *Storyworks* readers.

LANGUAGE ARTS STANDARDS

- Understanding character
- Understanding main idea
- Identifying author’s purpose
- Making inferences
- Identifying supporting details

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- describe the main characters, Toulouse, Woodrow, and Rutger
- use clues in the story to infer that Toulouse is an owl
- explain why Toulouse and Woodrow become friends
- discuss what ideas they think the author is trying to express

BEFORE READING

Put your students in the mind-set of the students in the story by asking them to imagine that a new student has joined your class. He is very short and quiet and wears a suit and hat. What questions would they want to ask him? Have them write five questions, and then call on them to share their questions with the class.

DURING READING

Ask students to pay attention to their impressions of Toulouse at the beginning, middle, and end of the story. What do they think about him at first? Does this idea change? At what point, and why?

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

• What does Toulouse look like and what does he wear? What impression does this give the other kids in his class? (understanding character) *Toulouse is very short and has big eyes and a long, pointy nose. He wears a suit, tie, hat, and red gloves. He also carries a briefcase. Everyone thinks he is very weird.*

• At first, Woodrow thinks Toulouse is strange, but soon he finds the strangeness admirable. What details does Woodrow find “cool”? (identifying supporting details) *his feather pen, his bow, his clothes, and that he doesn’t let other kids bother him*

• What is the turning point that causes Woodrow to realize Toulouse is his friend? (understanding plot) *Toulouse makes Woodrow serve in volleyball and then writes “Excellent attempt” to him.*

• What do Woodrow and Toulouse have in common that helps them become friends? How do they differ? How does their difference help them? (comparing and contrasting) *They are both the targets of bullies. Woodrow feels hurt by this, but Toulouse is unaffected. Woodrow gains more confidence, and Toulouse gains a friend.*

• Whom does Rutger choose to pick on? Why does he bully people? Does his character seem realistic to you? (understanding character) *Rutger chooses people who are different or have different strengths to pick on; he strives to get attention from others. Students will probably respond that they know someone like this.*

• What is Toulouse? What clues help you draw this conclusion? (drawing conclusions) *Toulouse is an owl. Clues include his size, his big eyes and pointy nose, his feather pen, the only word he says is “who,” and he eats a small animal on his sandwich. Also, the first letters of “odd,” “weird,” and “little” spell “owl.”*

• Why do you think the author made one of the main characters an owl? (understanding author’s purpose) *Students might suggest that this makes the story funny or interesting, it shows how being different can be good, or it helps tell a story about acceptance.*

• How has Woodrow changed by the end of the story? (understanding plot) *He accepts that Toulouse does things differently and no longer thinks he is weird; he has made a new, understanding friend, which gives him confidence.*

Discussing the main idea: What big idea can readers learn from this story? Arrange students in small groups and ask them to brainstorm about this

question. After they come up with some ideas, have them choose one and prepare an explanation for the class about why they chose the idea and what events in the story support it. **Or, download our reproducible at www.scholastic.com/storyworks.**

Creating a “new kid”: In this story, Patrick Jennings created an odd character, and Valeria Petrone brought it to life with her illustrations. Invite students to create their own drawings of a new kid in class (who just happens to be some kind of animal). Underneath their drawings, have them write a brief description of the character. Make sure they give him or her a name as well.

WRITING PROMPTS

Expository: At first, Woodrow thinks Toulouse is weird, but he ends up liking him for his distinctive traits. Ask students to think of a time they came to like someone better after they got to know him or her. What were their first impressions? What did they learn about the person?

Letter: Ask students to imagine they are Woodrow and they want to write a letter with their new quill. Have them write to Toulouse, Rutger, or Mr. Donna, telling them something they learned from Toulouse. Alternatively, they can write brief notes to all three.

**Reproducibles**

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this story:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Understanding Character/
Making Inferences
- Understanding Theme



SUMMARY

Cornelia Funke's wildly popular novel, *Inkheart*, is coming to the silver screen! Offer your students a sneak peek with our cliffhanger adaptation of the movie—and encourage them to read the book as well!

LANGUAGE ARTS STANDARDS

- Understanding plot
- Sequencing
- Making inferences
- Making predictions
- Understanding characters' motivations

MAIN TEACHING OBJECTIVES

After reading this play, students should be able to

- draw conclusions about what the different characters want
- understand the sequence of events that occur both in the play and prior to its beginning
- explain the significance of the book, *Inkheart*
- predict what will happen after the end of the play

BEFORE READING

Making predictions: Invite two students to read the opening lines of Narrator 1 and Narrator 2 in the play. Ask for a show of hands of students who have read Cornelia Funke's novel, *Inkheart*. Ask those students to write a paragraph explaining how reading aloud changed Mo's life. For those who have not read it, ask them to write a paragraph predicting how reading a book aloud could have changed Mo's life.

DURING READING

Throughout the play, there are suggestions of what has happened in the past that set Mo on his quest for *Inkheart*, but it is not fully explained until the end. As students read, encourage them to be on the lookout for clues about what Mo wants to accomplish and what is preventing him from doing so. Pause occasionally to discuss with students things that seem

confusing or lines that refer to Meggie's mother and the book. When they read Scene 5, ask them to explain how it makes the rest of the story fit together.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- Why is Mo happy at first that he finally found a copy of *Inkheart*? Why is he unhappy to see Dustfinger? (understanding character) *He is happy to find the book because he believes he can get his wife back out of it. He is unhappy to see Dustfinger because he doesn't trust him or what he might do with the book.*
- What does Dustfinger want? (understanding character's motivations) *He wants Mo to read him back into the book.*
- Why do you think Mo goes to Aunt Elinor's library to read all by himself? (making inferences) *He wants to read aloud, hoping to get his wife back, without causing anyone else to go into the book.*
- Does Capricorn want to go back into the book? Why or why not? How does he try to achieve what he wants? (understanding plot) *He doesn't because he has more fun in the real world. He lies to Dustfinger in order to find Mo and the book; he sends the Black Jackets to get the book from Mo; he throws the book into the fire.*
- Why does Capricorn lock up Mo, Meggie, and Elinor? (understanding character's motivation) *He wants to prevent them from getting another copy of the book.*
- Which line in Scene 5 is a flashback? (understanding text structure) *Capricorn's line, "Who are you . . . What is this place?"*
- Why do you think Mo never told Meggie about her mother before this adventure? (critical thinking) *Answers will vary, but students might suggest that she was too young and might be scared if she knew her father's voice was so powerful; also, she might be disappointed if he tried and failed to make her mother appear.*
- What do you think will happen after the end of the play? (making predictions) *Answers will vary. Ask students who have read the book not to give away the ending.*

AFTER READING

Understanding characters' motivations: Whereas many stories present a main character with just one adversary, *Inkheart* sets up a triangle of characters, each with different relationships to each other. To help students sort out these relationships, have them make a triangular diagram with Mo at the top and Dustfinger and Capricorn at the other two angles. Have them draw arrows in both directions between the three characters. Then ask them to write a sentence on each arrow describing what one character wants from the other. For example, on the arrow from Dustfinger to Mo, they might write, "He wants Mo to read the book aloud to make him return to his family." **Or, download our reproducible at www.scholastic.com/storyworks.**

Making a timeline: Ask students to make a timeline showing the sequence of events, starting from nine years ago when Mo first read *Inkheart* to Meggie.

WRITING PROMPTS

Narrative: Ask students to write their own next scene or chapter of the story. They may write in dialogue or prose. For students who have already read the book, tell them they do not have to stick to the plot they know. **Persuasive:** Invite students to write a letter to Mo, persuading him to read or not to read the book aloud. What might be the consequences of his choice?



Reproducibles

Skills and Test-Prep Online

Go to www.scholastic.com/storyworks to print out the following activities that can be used with this play:

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Understanding Characters' Motivations
- Genre Study: Fantasy

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Name: _____ Date: _____

Read. Think. Explain.

There are many fascinating ideas in the January issue of *Storyworks*! In this activity, you will pick out your favorite parts of the magazine and write about what you learned.

Directions: Answer the questions below. If you need more room, use a separate piece of paper.

1. Write down one fact you learned in this issue of *Storyworks*. Then explain why you found it interesting.

2. Pick one sentence with writing that you liked and explain why you liked it.

3. Find one word you didn't know before and write its definition. Then write a sentence using that word.

4. The articles in this issue are filled with causes and effects. Find an example of both and write them below.

5. Read the Micro Mystery again. Write down three clues that helped Tanya solve the case.

6. Find a photograph or image you liked in this issue. What about it caught your attention?

7. Pinpoint an instance in which you made a prediction about what might happen next in a story or article.

Was your prediction correct?

8. Choose your favorite article or story in the issue and list three reasons why you liked it.
