

STORYworks®

Teacher's Edition • A Complete Teaching Kit
November/December 2008

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November/December Highlights

IN THE MAGAZINE

- **Native Americans** in the early 20th century were sent to white-run boarding schools and forced to abandon their cultures and languages. This fascinating story will spark great discussions to supplement your **Thanksgiving** unit.

PLUS: As a special bonus, there is a **PLAY** version of this article on our Web site!

- Students will love our play, **Cidro-Ella**, a completely modern and surprising Cinderella story. Perfect for **genre studies**.
- Bil Wright's moving story, "**Maxwell's Fabulous Tee Shirts,**" will warm your students' hearts. A perfect story for working on character studies and story morals.
- What do **Queen Elizabeth I** and **Prince William** have in common? Your students will learn in this month's **Yesterday & Today** compare-and-contrast feature.
- **PLUS:** Dazzling poetry, paragraph writing, Grammar Cop, Wordworks, and more!

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 **Writers' Workshop!**
- 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.

November/December at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p>Poetry, p. 3 “Instructions for Growing Poetry” BY TONY MITTON</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding main idea • Understanding elements of poetry • Visual literacy • Writing poetry <p>Other standards and skills: identifying supporting details, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Poetry Writing
<p>Nonfiction, p. 8 “The School at the Edge of the Earth” 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 supporting details • Making inferences • Identifying cause and effect • Text-to-self <p>Other standards and skills: understanding character’s motivation, critical thinking, reading comprehension, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Sequencing • Cause/Effect
<p>Fiction, p. 14 “Maxwell’s Fabulous Tee Shirts” BY BIL WRIGHT</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding character • Comparing and contrasting • Understanding personification • Making inferences • Understanding main idea <p>Other standards and skills: cause and effect, understanding plot, identifying supporting details, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Understanding Character • Understanding Theme
<p>Play, p. 25 “Cidro-Ella” BY ARTHUR GOLDWAG</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Comparing and contrasting • Understanding genre • Understanding setting • Critical thinking • Making judgments <p>Other standards and skills: expressing opinions, understanding character’s motivation, understanding author’s purpose, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Writers’ Workshop: Dialogue • Genre Study
<p>Poetry, p. 32 “To You” BY KARLA KUSKIN</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying point of view • Understanding literary devices (alliteration) • Critical thinking <p>Other standards and skills: drawing conclusions</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Understanding Literary Devices (Alliteration)

Departments and Skills Pages

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Poetry

Instructions for Growing Poetry p. 3

**SUMMARY**

How does a poem grow? Tony Mitton asks that question in his poem, which invites kids to search their minds for seeds of poetry there.

LANGUAGE ARTS STANDARDS

- Understanding main idea
- Understanding elements of poetry
- Visual literacy
- Writing poetry

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- explain the main idea of the poem
- discuss how the sound of the poem affects the feeling it creates
- describe the poem's rhymes and rhythm of the poem
- attempt to write a poem by following the poem's "instructions"

BEFORE READING

Discussing what poetry is: Invite students to brainstorm as a class to answer the question, "What does poetry sound like?" They might suggest it rhymes or has different rhythms. Then ask them to draw a conclusion about what role sound plays in a poem. *It adds to the feeling and meaning. For example, a poem can sound smooth and lilting, short and choppy, comical or heavy.*

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What is the main thing this poem asks readers to do? What are some of its specific instructions? (understanding main idea) *The poem asks readers to start forming a poem in their minds. Instructions include finding feelings, listening to sounds, and finding words and phrases.*
- In what ways does this poem suggest that poetry comes from both inside and

outside of us? (identifying supporting details) *It asks readers to search inside their minds and listen and connect to sounds and ideas around them.*

- How does the illustration on the page fit with the poem? What might the child in the picture write about in a poem? (visual literacy) *The picture shows a young boy who seems to be floating through the images inside his head; he might write about music, dogs, the solar system, and so forth.*

AFTER READING

Following instructions: Have students follow the "instructions" of this poem: Ask them to close their eyes and try to find the beginning of a poem in their heads. As the poem points out, they can start with a feeling, a rhythm, or just a word they like, and continue their poem from there. Do the instructions work?

To You p. 32

**SUMMARY**

This powerful poem by Karla Kuskin expresses one person's love for another. In the context of a country at war, it expresses the longing to be with our loved ones who are absent.

LANGUAGE ARTS STANDARDS

- Identifying point of view
- Understanding literary devices (alliteration)
- Critical thinking

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- discuss who "I" and "you" could be
- examine the adjectives the poet chose and identify alliteration
- discuss how this poem relates to war

DURING READING

Understanding alliteration: As students read, ask them to pay attention to the adjectives in the poem. What are they? What do they notice about the combination of the adjectives, and the nouns they describe? (In most cases, the adjectives and nouns start with the same letter.) Explain that a repeated sound at the beginning of words is called alliteration. How does alliteration add to the beauty of this poem?

DISCUSSION QUESTIONS/ WRITING PROMPTS

- This poem is written from a first-person point of view. Who do you think is speaking? Whom might "I" and "you" be? (identifying point of view) *Students might suggest that it is a child talking to a parent, a wife to a husband or vice versa, a*

friend to a friend, or other relationships.

- What can you conclude about how the speaker in the poem feels about the person he or she is addressing? (drawing conclusions) *The speaker deeply loves the other person.*

- This poem is included in the collection *America at War, poems selected by Lee Bennett Hopkins*. How do you think this poem might relate to war? (critical thinking) *It might be the voice of someone speaking to a loved one away at war.*

AFTER READING

Writing poetry lines: Ask students to think of someone they care about and write one line of poetry to them following this poem's model: "I think I could . . . if . . ." Encourage them to use alliteration. Then compile their lines into one poem to display in your classroom.

**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:

INSTRUCTIONS FOR GROWING POETRY

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing

TO YOU

- Comprehension Quiz
- Critical Thinking Questions
- Understanding Literary Devices (Alliteration)

**SUMMARY**

In 1879, Captain Henry Pratt opened the first boarding school for Native American children in Carlisle, Pennsylvania. Although he believed he could help the children by educating and “civilizing” them, the school and others like it stripped Native Americans of their cultures and traditions.

LANGUAGE ARTS STANDARDS

- Reading for information
- Identifying supporting details
- Making inferences
- Identifying cause and effect
- Text-to-self

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- recall important facts about the creation and existence of Native American boarding schools
- understand the consequences of the schools for Native American children
- explore Captain Pratt’s motivations for opening the Carlisle School
- discuss the importance of traditions and how they affect us
- imagine how they would feel in the Native American children’s situation

BEFORE READING

Ask students to share some traditions their families follow. The traditions might come from a cultural background or simply from their own family. How does following these traditions make them feel? Do things (busy schedules, family logistics, etc.) ever get in the way of their traditions? How do they feel if they have to change or modify them? How would they feel if the government forced them to give up their cultures and traditions?

DURING READING

Discussing photos and captions: As students read, make time to look at the photos and captions. Most captions are followed by a discussion question. Prompt students to think about and answer these questions. Encourage them to listen to each other and add onto their peers’ ideas.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- Why did Ota Kte mistrust the white man on the train? How do you think you would feel if you were Ota Kte? (identifying details) *For years, Native Americans had been hurt by white people, who disrupted their health, peace, and property.*
- Why did the Native American population in North America decrease from 1.5 million to 300,000 by 1879? (reading for information) *They had been killed by diseases spread by white settlers and by wars as white people took their land.*
- What was Captain Pratt’s motivation for opening Carlisle? Do you think his intention was good or bad? Why? (understanding character’s motivation) *Pratt was concerned about Native Americans and believed he was helping them by giving them a white, Christian education and culture.*
- Why do you think the Sioux chiefs agreed to let their children go? (making inferences) *They probably saw that the children were not thriving on reservations and believed education would help them get ahead; also, the chiefs didn’t know their culture would be attacked.*
- Why did the school officials change the Native Americans’ names? In what way does your name show who you are? How would it affect you if you had to change it? (critical thinking) *The officials changed names to try to change the children’s identities from Native American to white. Students might respond that they wouldn’t feel like themselves if they had to go by a different name.*
- What elements of Native American culture did school officials take away from students? (identifying supporting details) *name, clothing, hair style, language, religion*
- What was the U.S. government’s response to the boarding schools? (reading comprehension) *They thought the schools were very successful at “civilizing” the Native Americans and subsequently required that children attend them.*
- What do you think the author means by the last sentence in the article? In what ways did the Indian within Luther Standing Bear become stronger? (draw-

ing conclusions) *He returned to teach children on his reservation, which shows he cared about helping his people. He fought for Native American rights, which was probably a reaction to having his own rights taken away. Also, he could use his education to speak out and write effectively.*

AFTER READING

Writing a petition: Ask students to imagine they lived in the 1880s and visited Carlisle or another Native American boarding school. They don’t like what they see and decide to circulate a petition asking the government to change the situation. Have them write their own petitions, including the problems they see and suggestions for how they think Native American children should be educated.

Cause and Effect: This article presents a number of cause-and-effect situations. **Help students identify them using our reproducible graphic organizer, online at www.scholastic.com/storyworks.**

WRITING PROMPTS

Expository: Have students write about a time they felt that, for some reason, they couldn’t act like themselves. Perhaps pressures from family, friends, or school made them act in a different way. How did they feel?

Letter: Ask students to imagine they are a pupil at Carlisle. Have them write secret letters home to their families, describing their experiences and how they feel.

**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
- Sequencing
- Cause/Effect



SUMMARY

Maxwell has both talent and passion for art, but he is also a worrier—and Old Turtle, the rundown family car, gives him plenty to worry about. Bil Wright spins a sensitive story about Maxwell, his mom, Old Turtle, and the gumption it takes to face down your worries.

LANGUAGE ARTS STANDARDS

- Understanding character
- Comparing and contrasting
- Understanding personification
- Making inferences
- Understanding main idea

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- describe Maxwell's character and contrast it with Mom's
- understand personification and Old Turtle's role in the story
- explain the problems that Maxwell faces and how they are resolved
- conclude what Maxwell learned over the summer

BEFORE READING

Understanding character: Ask students to write a short journal entry answering the following questions: 1. What are some things you do to help your family? 2. Do you do these things voluntarily, or do your parents or other family members have to ask you? 3. How does helping your family make you feel? As students read, encourage them to look for clues that reveal how Maxwell feels about helping his mom.

DURING READING

Personification: Pause on the first page after the line, "When I heard Old Turtle huffing and puffing . . ." Ask students who usually huffs and puffs. Is it something a thing or a person does? Explain that giving human traits to objects is called "personification." How does the name "Old Turtle" personify the car? (Mom and Maxwell call it by a name instead of saying "the car.") As the story continues, ask students to look for more examples of personification in references to Old Turtle.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- In the beginning of the story, how does Maxwell feel about taking summer art classes? How does it present a conflict for him? What does this tell you about Maxwell? (understanding character) *He would like to take art classes, but he doesn't want to burden his mother with the cost of them, especially because he and his mother will need a new car soon. This shows that Maxwell is considerate of his mom, looks at the "big picture" instead of just his own needs, and, perhaps, worries too much.*
- How is Mom's reaction to the art classes different from Maxwell's? (comparing and contrasting) *She has no doubt that Maxwell should take the class and is confident that things will work out.*
- Why does Miss Dominguez call Maxwell "Mister Maxwell"? Why do you think he looks serious when he paints? (understanding character) *She calls him that because he looks serious when he paints, which is probably due to his concentrating hard and trying to do his best.*
- How did Maxwell's nervousness help him create a tee shirt design? (cause and effect) *He nervously wiped his hands on his shirt, accidentally creating the design that Miss Dominguez complimented.*
- Why do you think Mr. Kimberly didn't want to sell Maxwell's tee shirts? (making inferences) *The items in the gift shop were pricier, and Mr. Kimberly didn't sell any other tee shirts. He probably thought tee shirts would give the shop a cheap or unsophisticated look.*
- How does Maxwell react to Mr. Kimberly's rejection? How does his dream help him? (understanding plot) *Maxwell doesn't give up, but finds a new place to sell his tee shirts. His dream gave him the idea.*
- It took a lot of courage for Maxwell to ask Melodie to sell his tee shirts. What shows you this in the story? (identifying supporting details) *He speaks slowly at first and wishes he weren't there, but he forces himself to spit out the question.*
- How have Maxwell's feelings about Old Turtle changed by the end of the story? What does this tell you about how he has changed? What did he learn from the summer's experiences? (under-

standing main idea) *At the end, Maxwell realizes they will be all right even when Old Turtle dies. He worries less because he learned he could take action to solve problems that come up.*

Comparing and contrasting: Maxwell faces a number of obstacles in the story, and he reacts to them based on who he is. Are your students similar to or different from Maxwell? Present these situations from the story to students, and have them make a chart to tell what Maxwell does and what they would do. Situations: Maxwell has a flyer about summer art classes at the museum, but he assumes they are too expensive; Mom calls to say she will be late because Old Turtle broke down; Mr. Kimberly rejects Maxwell's tee shirts from the museum gift shop; Old Turtle breaks down again; Maxwell has to ask Melodie to sell the tee shirts.

WRITING PROMPTS

Expository: Maxwell loves art so much he could create it all day. Have students write about something they love doing so much they could do it all day. Have them explain what it is, how they got started, how it makes them feel, and any other details they think are important. **Narrative:** Old Turtle plays an important role in the story; Maxwell makes decisions based on her "health." Invite students to rewrite an episode in the story from Old Turtle's point of view.



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
- Understanding Theme

**SUMMARY**

Here's a new twist on one of the most popular fairy tales ever! Cidro, a poor boy overpowered by his new stepmother and family, gets a chance to outdo them when the *American Icon* competition comes to town. Add a golden cell phone and magical car fare, and it's a dream come true!

LANGUAGE ARTS STANDARDS

- Comparing and contrasting
- Understanding genre
- Understanding setting
- Critical thinking
- Making judgments

MAIN TEACHING OBJECTIVES

After reading this play, students should be able to

- compare this story to the original Cinderella story
- identify elements that make the play like a fairy tale
- understand details in the setting that update the story
- understand Cidro's motivations throughout the play

BEFORE READING

Prior knowledge: Ask volunteers to briefly summarize what happens in Cinderella. Then ask where the story came from. Explain that the Brothers Grimm first wrote a version in Germany in 1812, though it was a compilation of hundreds of different variations of the story they had collected throughout Europe. In 1950, it was made into a Walt Disney movie, becoming the story most people know and love today. Fairy tales with characters and plots similar to Cinderella exist around the world.

DURING READING

Because of the popularity of the fairy tale Cinderella, students will probably know most of the characters in the play. Encourage them to make them come alive in their reading. Note: Explain to students that *grupera* music is a kind of Mexican folk music that has been popular since the 1980s.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

• In what ways is this play similar to the original Cinderella story? In what ways is it different? (comparing and contrasting) *It is similar because the plot is the same; it is different because the main character is a boy from Mexico, it takes place in the present, the ball is replaced by a singing competition, and the glass slipper is a golden cell phone.*

• What do you like or prefer about this version? What do you like or prefer about the original? Why? (expressing opinions) *Answers will vary.*

• Why does Cidro ask for seeds from the tree by his mother's grave? Which details show there is something special about the new tree that grows? (understanding character's motivation) *He wants to feel close to his mother and his home again. The new tree grows in just a few days, and two songbirds come to live in it.*

• What are examples of language or events that show this is a fairy tale? (understanding genre) *The play begins "Once upon a time," and ends, "happily ever after"; the songbirds talk to Cidro and perform magic; the good, innocent character wins out over the evil ones.*

• Why do you think this version has an *American Icon* competition instead of a ball? (critical thinking) *This version takes place in the present. For many it would be more of a dream come true to win that competition than to marry a prince or a princess.*

• In the end, why does Narrator 1 say that Cidro's father is the "most shameless of all"? Do you agree with this statement? (making judgments) *Narrator 1 says this because the father was so unaware of his son's suffering. Answers will vary.*

• Why do you think the author rewrote this fairy tale in the present? Over time, this story has been retold in many ways. What does that tell you about it? (understanding author's purpose) *Students might suggest he rewrote it in the present to entertain readers with modern twists on the story or to show that hardships and dreams exist generation after generation. The number of versions suggests a universal desire for good people to win out over their oppressors.*

AFTER READING

Comparing settings: The setting of a story is where and when it takes place. Have students complete a graphic organizer comparing details about the setting of this play with the original Cinderella. On opposite sides of a paper, have them describe **where** each takes place, then have them give details that indicate **when** each takes place.

Making Cinderella book covers from many lands:

Have students discover more versions of Cinderella from around the world. They can browse a collection, such as *Cinderella Tales* by Ila Lane Gross (Leap, 2001), or go to the library to find other stories. They can also search online at <http://www.pitt.edu/~dash/type0510a.html>, or find other Web sites. Ask them to choose a version they like and design an illustrated book cover for it, including its title and country of origin.

WRITING PROMPTS

Narrative: Invite students to choose another fairy tale to rewrite, changing the gender of the main character. How would the other details change?

Persuasive: In the end, Cidro has the opportunity to punish those who were mean to him, but he chooses to return to Mexico. Ask students to decide whether they think it was a good choice not to punish anyone and to write a persuasive essay supporting their opinion.

**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
- Writers' Workshop: Dialogue
- Genre Study

Name: _____ Date: _____

Read. Think. Explain.

There are many fascinating ideas in the November/December 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 Grammar Cop again. Write five sentences of your own with subject/verb agreement.

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.
