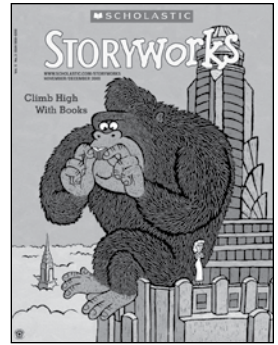


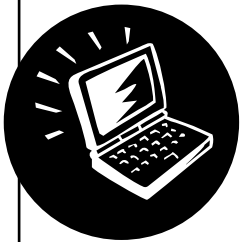
STORYWORKS

November/December 2009 • Teacher's Edition • A Complete Teaching Kit



November/December 2009

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WWW.SCHOLASTIC.COM/STORYWORKS**



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Go to our homepage to subscribe and receive **exclusive activities and other additional *Storyworks* resources.**

- **NEW! *Storyworks* Writing Center,** with great activities and tips from teachers, all organized in one handy place on the site.
- **21 FREE standards-based reproducible skills activities and quizzes** created specifically for this issue!

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 T8 of this Teacher's Edition.

NOV/DEC ISSUE HIGHLIGHTS

- **Nonfiction: A Scary Science Mystery!**
One boy's experience with food poisoning tells the story of our food-safety system. Your students will be fascinated.
- ***Storyworks* favorite Patrick Jennings** will delight your students with a hilarious and touching story about personal responsibility. Great for class discussion!
- **Our Classic Play: *The Legend of Sleepy Hollow*** will give your students chills as they learn about the genre of legends.
- **Plus: volcanoes, Langston Hughes, Word Nerd, paragraphs and much more!**

November/December at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p>Poetry, p. 3 “A Tomcat Is” By J. PATRICK LEWIS</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding main idea • Identifying meter • Understanding literary devices (imagery and metaphor) <p>Other Standards and Skills: drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Rhyming • Understanding Literary Devices (Metaphors)
<p>Nonfiction, p. 8 “Deadly Bites” By LAUREN TARSHIS</p> <p>LEXILE LEVEL: 920L</p> <p>Writing Activity: Sentence Chef: Paragraph-writing activity</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying cause and effect • Reading for information • Understanding main idea and supporting details • Problem solving <p>Other Standards and Skills: prior knowledge, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Summarizing/Differentiating Details • Detective’s Notebook
<p>Fiction, p. 14 “My Homework Ate My Homework” By PATRICK JENNINGS</p> <p>LEXILE LEVEL: 780L</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding theme • Understanding character • Making inferences • Relating literature to personal experience <p>Other Standards and Skills: discussing responsibility, predicting, understanding main idea, identifying supporting details, understanding plot, drawing conclusions, critical thinking, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Readers’ Response • Understanding Character
<p>Poetry, p. 21 “Harlem Night Song” By LANGSTON HUGHES</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding setting • Identifying mood • Identifying literary devices (metaphor) <p>Other Standards and Skills: understanding poetic structure, visual literacy, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Understanding Mood
<p>Play, p. 24 <i>The Legend of Sleepy Hollow</i> ADAPTED BY MACK LEWIS FROM WASHINGTON IRVING’S CREEPY TALE</p> <p>LEXILE LEVEL: 590L</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding character • Understanding setting • Identifying foreshadowing clues • Understanding characters’ motivations <p>Other Standards and Skills: understanding details, comparing and contrasting, making judgments, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Guided Reading & Thinking • Understanding Genre (Ghost Story)

Departments and Skills Pages

Crossword Puzzle

Vocabulary
page 4

Grammar Cop

Subject/Verb Agreement
page 5

Writing Rescue!

Punctuation
page 7

Sentence Chef

Paragraph Writing
page 13

Wordworks

Parts of Speech
page 20

Yesterday & Today

Compare/Contrast
page 22

Word Power

Vocabulary
page 30

Bubble Test

Test Taking
page 31

Word Nerd

Vocabulary
page 32



Poetry

A Tomcat Is p. 3



SUMMARY

What is a tomcat? To poet J. Patrick Lewis, it's a lot of things rolled into one, as seen in this delightful poem.

LANGUAGE ARTS STANDARDS

- Understanding main idea
- Identifying meter
- Understanding literary devices (imagery and metaphor)

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to:

- Discuss why the poet describes a tomcat in many different ways
- Describe the meter of the poem
- Understand how the poet uses imagery and metaphors to describe a cat

BEFORE READING

Ask students what a tomcat is. *It's a*

male cat. Ask how many students own tomcats themselves. Have them turn to page 3 and look at the title of the poem and the illustration. Before they read the poem, have volunteers complete the sentence, "A tomcat is . . ."

DURING READING

Identifying meter: Read the poem to the class. Pause after the third verse and ask the class to say the rhythm of the poem with the syllable DAH: dah DAH dah dah DAH dah / dah DAH dah dah DAH / etc. Did they notice that this rhythm is repeated in every verse? Have them listen for it as you read the last two verses. Tell them the rhythm of a poem is called the meter.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What does each line of this poem do? Why do you think the poet chose to do

this? (understanding main idea) *Each line describes a tomcat in a different way. The poet probably wanted to show the many different qualities of a tomcat.*

- The poet describes the cat's feet as "needle-point claws" and "marshmallow paws." What does this tell you about them? (understanding metaphors) *They have nails or claws as sharp as needles and pads of their feet as soft as marshmallows.*
- What could you conclude about how the author feels about tomcats? (drawing conclusions) *It seems to like them and doesn't take their faults too seriously.*

AFTER READING

Writing a descriptive poem: Ask students to think of someone or something they are fond of. Have them write down descriptions of their subject, using metaphors, similes, and creative images. Invite them to use these descriptions in a poem, similar to "A Tomcat Is."

Harlem Night Song p. 21



SUMMARY

Langston Hughes's lyrical poetic voice has universal appeal. This poem puts readers on a dreamy Harlem street, walking with someone they love.

LANGUAGE ARTS STANDARDS

- Understanding setting
- Identifying mood
- Identifying literary devices (metaphor)

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to:

- Understand the setting and its role in the poem
- Identify the metaphor in the poem
- Describe the mood of the poem

BEFORE READING

Background information: Ask students if they know where Harlem is: It's a neighborhood of New York City, where many African-Americans settled in the 1920s-40s when they moved north from southern states, looking for jobs and opportunities. A creative movement, known as the Harlem Renaissance, started there: Artists of all genres interpreted their experiences and environment through art. Langston Hughes is known as the poet laureate of Harlem.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- How would you describe the mood of this poem? (identifying mood) *The mood is relaxed, dreamy, in love.*
- What metaphor does the poet use? What does it mean? (identifying meta-

phor) *"Stars are great drops of golden dew." The stars are golden and sparkly like dew drops.*

- What lines are repeated? Why do you think the poet repeated them? (understanding poetic structure) *The repetition helps create a timeless feeling: The narrator has time to repeat what's important.*
- How does the illustration add to this poem? (visual literacy) *Answers may include that it shows what the poem describes, or that it echoes the feeling from the poem of the couple in harmony with their environment.*

AFTER READING

Creating a setting: Ask students to imagine themselves in a place they love. Have them write a poem or draw a picture reflecting their feelings about the special setting.



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:

A TOMCAT IS

- Comprehension Quiz
- Critical Thinking Questions
- Rhyming
- Understanding Metaphors

HARLEM NIGHT SONG

- Comprehension Quiz
- Critical Thinking Questions
- Understanding Mood

**SUMMARY**

Millions of people are stricken with food poisoning every year—and any one of them could tell you it's no fun. But a small number of cases are downright deadly. This fascinating nonfiction, which unfolds like a mystery, informs students of potential danger in our meals.

LANGUAGE ARTS STANDARDS

- Identifying cause and effect
- Reading for information
- Understanding main idea and supporting details
- Problem solving

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to:

- Understand the cause-and-effect relationships that lead to food poisoning
- Understand why it can be difficult to identify the source of food problems
- Identify main ideas and supporting details
- Explore solutions that reduce the risk of food poisoning

BEFORE READING

Prior knowledge: Explain that food poisoning outbreaks happen when food gets contaminated by things like germs and bacteria. Ask students if they remember any stories in the news about food poisoning. Have there been any foods that their families stopped buying or eating because they might carry food poisoning? Has anyone in the class experienced food poisoning?

DURING READING

Cause and effect: Throughout most of this article, people try to figure out what caused the salmonella outbreak that sickened Christopher Meunier. Ask students to be on the lookout for causes and effects of different events. Pause to point out cause-and-effect relationships as they come up.

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- What details in the story show what it was like for Christopher to suffer

from food poisoning? (understanding supporting details) *His stomach hurt so much he couldn't move; 500 people a year die from what he had; he spent six days in the hospital.*

• Why can it be difficult for scientists to figure out the source of a food poisoning outbreak? (understanding cause and effect) *Our foods come from many different places across the country and the world; many foods have ingredients from more than one place.*

• Why is it important to identify where food poisoning originates? (drawing conclusions) *It is important to remove the source of the food poisoning from the food supply and prevent other people from eating it.*

• What happened at a Jack-in-the-Box restaurant? What then happened as a result? (understanding cause and effect) *Many children got sick, and four died from E. coli virus in the hamburgers. As a result, all fast-food hamburgers are cooked to 150 °F to kill E. coli, and stricter laws and a tracking system were put in place.*

• How did "Team Diarrhea" figure out where the salmonella outbreak was coming from? (understanding main idea) *They looked for foods that many of the victims had eaten; they narrowed the search down to peanut butter; they found where the peanut butter was made and what else came from the same plant.*

• What is the purpose of the Food Safety Modernization Act of 2009? What specific actions would it require? (reading for information) *The purpose is to make our food supply safer through more inspections, better labeling, and public awareness.*

Creating a food-safety brochure: Have students explore ways to avoid food poisoning and then make an illustrated brochure with food-safety tips. They might include washing fresh fruits and vegetables before eating them, cooking food to a safe temperature, and so forth. **Check out www.foodsafety.gov for more tips.**

Supporting details graphic organizer: Ask students to complete a graphic organizer identifying three big ideas from

the article and three details to support each idea. Depending on the level of your students, you can have them think of their own main ideas or provide them with these: **1.** Outbreaks of food poisoning have sickened millions of Americans. **2.** Food poisoning can be difficult to control for several reasons. **3.** Steps can be taken to prevent food poisoning. Create your own graphic organizer.

FOR MORE ADVANCED STUDENTS

Have students explore the steps food takes to get from its source to your table. Invite each student to pick a favorite food and research where it comes from, what is required to grow or produce it, store it, package it, and ship it to the store or restaurant where their families could buy it. What could go wrong along the way, exposing the food to unsafe conditions? Finally, have students display their findings in a poster.

WRITING PROMPTS

Persuasive: Ask students to write a persuasive essay about ways to improve the school cafeteria, including ways to make the food safer.

Letter: After reading this article, students might have questions about food safety, laws, prevention and treatment tips, and more. Ask them to think of three questions they have and write a letter to a food-safety expert (real or imaginary), posing their questions.

**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/Details
- Detective's Notebook



SUMMARY

Caring for a pet is a common responsibility for young people—but not always a simple one. Author Patrick Jennings takes on this topic in his own inimitable and thoughtful way in our original *Storyworks* fiction.

LANGUAGE ARTS STANDARDS

- Understanding theme
- Understanding character
- Making inferences
- Relating literature to personal experience

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to:

- Identify the theme of responsibility in the story
- Describe Zaritza's character
- Explain how Zaritza's role as a big sister causes her to change
- Relate ideas and events in the story to their own experiences

BEFORE READING

Discussing responsibility: Ask students to write a list of the responsibilities they have at home or with their families. Then invite them to share one of their responsibilities with the class. How do they feel about it? Do they enjoy or dread it? Do they think it's fair? Ask for a show of hands of how many other students have the same responsibility.

DURING READING

Predicting: Have students pause frequently as they read to predict what they think will happen next. Start by discussing the title of the story. What do they think it could mean? Then, on a sheet of paper, have them record at least five entries where they tell the page number and what just happened in the story, and then their prediction based on what they read.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What do you learn about Zaritza from the opening of the story, when she is talking in the mirror? (understanding character) *She is dramatic and known for*

her wild excuses; she dislikes science; she tries to find ways to blame her mistakes on others.

- What lesson does Zaritza's mom want her to learn? (understanding main idea) *She has to take responsibility for her actions and face the consequences.*

- How do you think Zaritza feels about Abalina? What examples show this? (making inferences) *Zaritza feels jealous that her little sister doesn't have responsibilities yet; she blames Abalina for her own errors; she complains to her mom that she'd rather be Abalina's age.*

- What details show that Zaritza needs to become more responsible? (identifying supporting details) *She forgot to lock Bandito's cage; she lost her mom's earrings; she left her parka on the floor; she left a cookie container and her math homework in her pockets.*

- What happens to Zaritza when Abalina looks at her in the mirror and says, "Homework"? (understanding plot) *She realizes she wants to change and be a good role model for her sister.*

- Near the end of the story, Zaritza says to Bandito, "I know you didn't eat my cookies." What does this show about how she has changed? (drawing conclusions) *She isn't blaming someone else for what she did.*

- Chores or responsibilities are often no fun. What is the advantage of having them? (critical thinking) *Answers may include: You earn your parents' respect; it feels good to help out; you might earn privileges or allowance; they help you learn to be independent, etc.*

Exploring theme: Theme can be a difficult idea for youngsters to understand. Explain to students that it is a big idea that readers take away from a work. It is not only what the story is about but also the idea that connects the story to the readers' own lives. A story can have more than one theme. For example, "My Homework Ate My Homework" presents the themes of responsibility and siblings. Ask students what they think the story says about each of these. Then, ask them to choose one of the themes and write an essay explaining, with examples, how the story shows the theme

and, then, how the theme connects to real life.

FOR YOUNGER OR STRUGGLING STUDENTS

If theme is difficult for some students to grasp, help them look through the eyes of Abalina. Ask them what they think it's like (or what they know from their own experience) for a young child like Abalina to look up to an older sibling. What do they think Abalina should learn from Zaritza? What should she not learn? Do they think Zaritza should change the way she acts in order to influence Abalina? Then, invite them to draw a picture of an older and younger sibling doing an activity together, with a caption explaining what is going on.

WRITING PROMPTS

Persuasive: Ask students to write a persuasive essay agreeing or disagreeing with this statement: "Children today should have more family responsibilities." Remind them to explain why they believe their position and to support it with specific examples.

Narrative: Have students write their own stories about an adventure that happens while taking care of the classroom pet.



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
- Readers' Response
- Understanding Character

**SUMMARY**

As the leaves turn crisp and autumn is in the air, it's a perfect time to retell Washington Irving's classic, "The Legend of Sleepy Hollow." Students will love the colorful characters and quaint setting in this quintessentially American tale of villagers, ghosts, and superstitions.

LANGUAGE ARTS STANDARDS

- Understanding character
- Understanding setting
- Identifying foreshadowing clues
- Understanding characters' motivations

MAIN TEACHING OBJECTIVES

After reading this play, students should be able to:

- Retell the important events in the plot of a classic American story
- Describe Ichabod Crane and explain how his weaknesses got him into trouble
- Discuss the motivations of different characters in the play
- Describe the setting and understand how it affects the action of the play

BEFORE READING

Background information: Ask students if they are familiar with the story, "The Legend of Sleepy Hollow." Have they heard of the character the Headless Horseman? Tell them that the classic story and its characters were created by a famous American writer named Washington Irving. It was originally published in 1820 in a collection that also included "Rip Van Winkle." These stories are some of the oldest works of American literature that are still commonly read today.

DURING READING

Identifying foreshadowing: Advise students to be aware of clues that suggest something strange is going to happen. How do these clues affect the reader? *They build suspense.* How does Knickerbocker add to the suspense of the story? In what ways is this play a classic ghost story?

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- In the first scene, what details tell you what Ichabod Crane looks like? What about what he does? What image does this create of Ichabod? (understanding details) *Ichabod is tall and lanky with long arms, big ears, and a long nose. He whistles, reads, and walks at the same time. He seems bookish and gawky.*
- In what year does the story take place? What events do you know of that happened around that time? What do you know about how people lived then? (understanding setting) *The story takes place in 1790, shortly after the Revolutionary War (1775-83). George Washington was President. Students might suggest people rode horses, got light from candles, went to one-room schoolhouses, did work by hand, etc.*
- In what ways are Ichabod Crane and Brom Bones different? What do they have in common? (comparing and contrasting) *Ichabod is weak and skinny, but the townspeople find him charming because he is the new schoolmaster. Brom Bones is handsome and strong but a troublemaker. They both want to win over Katrina Van Tassel.*
- How does Brom feel at the party? Why do you think he tells his story of the Horseman? (understanding character's motivations) *He feels angry that Katrina is dancing with Ichabod. He tells the story to show how tough and brave he is. Also, he could be luring Ichabod to the bridge to pounce on him.*
- Why did Ichabod leave the party so late? Do you think this was a good idea? Why or why not? (making judgments) *He left late because he wanted time alone with Katrina. Students might suggest it was a bad idea because he is afraid to be in the dark by himself.*
- How would you describe the villagers of Sleepy Hollow? (understanding character) *They are superstitious and like to tell stories.*
- How do Ichabod's superstitions affect him? (understanding character) *They cause him to dwell on all the scary stories he heard at the party and believe something bad will happen.*

Drawing conclusions: Have a discussion about the end of the story. Do students believe that Ichabod was carried off by the Headless Horseman? Why or why not? If not, what else could have happened to him?

Advising Ichabod: Invite students to write a letter to Ichabod, explaining to him how he could have avoided the trouble he got himself into. Tell them to discuss two or three things he could have done differently.

Reinterpreting the legend: "The Legend of Sleepy Hollow" has been retold many times, in stories, movies, plays, TV shows, and even an opera. Have students work individually or in groups to create their own interpretation of the tale in another format: a poem, artwork, dance, song, etc. Then, hold a Sleepy Hollow sharing event in your classroom, where students present their work.

WRITING PROMPTS

Expository: Do your students like ghost stories? Ask them to write an essay telling how they feel about hearing or reading scary stories. If they have a favorite, they can explain what they like about it.

Narrative: Have students imagine they were at the old church bridge when Ichabod approached it. Invite them to write their own story telling what they witnessed there.

**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
- Guided Reading & Thinking
- Understanding Genre (Ghost Story)

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 that you enjoyed 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 **Word Nerd** again. Write down two other complicated sentences (and their simpler translations).

6. Find a photograph or illustration 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.
