

STORYWORKS

Teacher's Edition • A Complete Teaching Kit
October 2008

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Welcome Back!

OCTOBER HIGHLIGHTS

- **The polio epidemics** of the early 20th century terrorized America and led to amazing scientific breakthroughs. Find out more in this month's nonfiction.
- Just in time for Halloween, a spooky play adaptation of Edgar Allan Poe's classic story **The Tell-Tale Heart**.
- Paul Acampora's hilarious story "**Science Fair Creatures Attack**" about a science experiment gone awry will inspire interesting discussions about friendship, finding inner strength, and learning to work together to get a job done.
- In our **Pick a Picture Poetry Contest**, students choose their favorite photograph and write a poem about it. Five winners' poems will be published in *Storyworks*!
- Compare and contrast the thrill rides of today with America's first roller coaster.
- **PLUS:** Moving poetry, paragraph writing, Grammar Cop, Wordworks, and more!

OUR NEW WEB SITE IS CONTINUOUSLY UPDATED!

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



- 23 FREE standards-based **reproducible skills activities and quizzes** created for the articles in this issue.

- Resourceful vocabulary and critical thinking activities for each article.

- Learn how to write action sequences in this month's **Writers' Workshop!** An excellent reproducible to help your students hone their writing techniques.

- 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.

October at a Glance

Major Features	Language Arts Standards and Skills Development	Web Reproducibles
<p>Poetry, p. 3 “Phoenix” BY JULIE LARIOS</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Genre study (mythology) • Understanding main idea • Critical thinking • Visual literacy <p>Other standards and skills: identifying important details, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Understanding Context/Poetry Analysis
<p>Nonfiction, p. 8 “What Happened to Dolly?” 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"> • Understanding author’s purpose • Reading for information • Identifying cause and effect • Relating literature to personal experience <p>Other standards and skills: understanding details, understanding setting, reading for detail, understanding cause and effect, drawing conclusions, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Synthesizing/Sequencing • Interviewing/Research
<p>Fiction, p. 18 “Science Fair Creatures Attack” BY PAUL ACAMPORA</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying problem and solution • Understanding character • Comparing and contrasting • Vocabulary • Understanding tone <p>Other standards and skills: predicting, understanding plot, understanding author’s purpose, relating literature to personal experience, understanding details, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Writers’ Workshop: Writing Action • Problem/Solution
<p>Play, p. 25 “The Tell-Tale Heart” BY MACK LEWIS, BASED ON THE STORY BY EDGAR ALLAN POE</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Understanding character • Understanding point of view • Understanding setting • Identifying character’s motivation <p>Other standards and skills: identifying supporting details, making inferences, cause/effect, critical thinking, compare/contrast, writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary • Summarizing
<p>Poetry, p. 32 “Untidy Ursula” BY LINDA ASHMAN</p>	<p>Primary Standards and Skills:</p> <ul style="list-style-type: none"> • Identifying tone • Understanding author’s purpose • Identifying poetic structure • Vocabulary <p>Other standards and skills: writing to prompts</p>	<ul style="list-style-type: none"> • Comprehension Quiz • Critical Thinking Questions • Vocabulary/Poetry Writing (synonyms)

Departments and Skills Pages

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Phoenix p. 3



SUMMARY

A powerful symbol of starting over, the phoenix is found in many traditions. Through this poem, students will learn about this mythical bird, and the ideas it stands for.

LANGUAGE ARTS STANDARDS

- Genre study (mythology)
- Understanding main idea
- Critical thinking
- Visual literacy

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- understand how the poet re-created the myth of the phoenix
- be familiar with a well-known mythological creature
- explain how the illustration relates to the poem

BEFORE READING

Background information: Explain that the phoenix is a large red and purple mythical bird with a beautiful singing voice. Near the end of her life, she builds a nest, sets it on fire, and burns up. Out of the ashes, a new phoenix is born, taking the place of the old one. Only one phoenix exists at a time. The myth of the phoenix appears in many cultures. It was first told in the Egyptian *Book of the Dead*; the idea of a bird that burns up and recreates itself also exists in Greek, Arabic, Chinese, Japanese, and Indian mythology.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- In what ways does this poem retell the myth of the phoenix? (understanding main idea) *It tells the story of a bird that rises from the ashes of its nest.*
- What does the phoenix in the poem

do as she is being reborn? (identifying important details) *She takes on the form of different birds and animals.*

- Why do you think the phoenix is a popular image in the mythologies of many cultures? What is appealing about it? (critical thinking) *The idea of having the chance to start over and remake yourself is hopeful and empowering.*
- How does the illustration match the poem? What do you see in it? (visual literacy) *It shows the phoenix with all the animals inside the phoenix's wings and tail, while a fire burns beneath it.*

AFTER READING

Recreating yourself: Ask students to imagine they have powers like the phoenix: they can re-create themselves as anything. How would they like to re-create themselves? Their responses may be fanciful (i.e., to become a leopard) or realistic (i.e., to be less shy).

Untidy Ursula p. 32



SUMMARY

Although this poem offers humorous exaggerations, many students will recognize their own messy rooms (and their parent's cries!) in these verses.

LANGUAGE ARTS STANDARDS

- Identifying tone
- Understanding author's purpose
- Identifying poetic structure
- Vocabulary

MAIN TEACHING OBJECTIVES

After reading this poem, students should be able to

- identify the tone of the poem
- define new vocabulary words
- identify the rhyme pattern
- discuss why the author wrote it

BEFORE READING

Finding descriptive words: Invite students to write down five adjectives they could use to describe their bedrooms. Call on several volunteers to share their list with the class. As they read about Ursula's room, have them see if any of their adjectives appear in the poem.

DURING READING

Vocabulary: Some of the words students will encounter in this poem might be unfamiliar. Help them understand with the following list of words and definitions, or mix up the definitions and see if students can match them to the correct word. **chaotic:** lacking order; **mundane:** common, everyday; **exotic:** out of the ordinary; **encrusted:** covered; **utensils:** tools; **unkempt:** messy, disorderly due to neglect.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What is the tone of this poem? How does the author create it? (identifying tone) *The tone is humorous. The author creates it by giving extreme and funny examples of the junk in Ursula's room.*
- What is the poem's rhyme pattern? (identifying poetic structure) AABCCDD
- Why do you think the poet wrote this poem? (understanding author's purpose) *To make readers laugh and because many can relate to having a messy room.*

AFTER READING

Writing a poem: Have students use the adjectives they thought of in the **Before Reading** exercise, along with other ones, to write a poem about their own rooms. It can be funny or serious.



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:

PHOENIX

- Comprehension Quiz
- Critical Thinking Questions
- Understanding Context/Poetry Analysis

UNTIDY URSULA

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary/Poetry Writing (synonyms)



SUMMARY

Before Jonas Salk developed the polio vaccine in 1954, the threat of polio was a terrifying reality. In this story, students will learn about this dreaded disease, and how a treasured family photo inspired the author to write about it.

LANGUAGE ARTS STANDARDS

- Understanding author’s purpose
- Reading for information
- Identifying cause and effect
- Relating literature to personal experience

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- understand how polio affected society in the first half of the 20th century
- explain what motivated the author to write this article
- reflect on how our family histories affect us
- be familiar with polio’s causes and effects, and the importance of its vaccine

BEFORE READING

Ask students if they get shots when they go to the doctor. Do they know why they get them? Explain that most of the shots they get are probably immunizations, also called vaccines, to keep them from getting serious diseases. Tell them that one of the important vaccines is against polio, a disease that left children paralyzed or dead until the vaccine was invented in 1954. (Rather than a shot, they probably got this vaccine orally, as a squirt of liquid.)

DURING READING

Examining photos: The photographs play an important role in this story. They give students a sense of the author’s connection to the disease, as well as the grave reality of polio and the fear it caused. As they read, direct students to look at the pictures and read the captions. What is going on in each one? What do they show about polio’s effect on people—both those who contracted it and others? What might the people in the pictures be thinking or feeling?

**DISCUSSION QUESTIONS/
WRITING PROMPTS**

- What did the author like about looking at her grandmother’s wedding album? Do you ever look at old family photos? What do you like about them? (relating literature to personal experience) *She liked how beautiful her grandmother looked and gazing at the glowing little flower girl.*
- What motivated the author to write this story? (understanding author’s purpose) *She wanted to find out what Dolly’s life was like and what became of her.*
- What details help you envision what Dolly’s family’s life was like in Chester, Pennsylvania? (understanding details) *They escaped poverty and violence in Russia; Great-Uncle Joe built a successful business; the family spoke English at work and Yiddish at home.*
- Where and when was the first polio epidemic? How did surrounding areas respond? Why? (understanding setting) *The first epidemic was in New York City in 1916. Nearby towns kept New Yorkers from entering, trying to keep the disease out. Many public places also were closed.*
- What is the cause of polio? What are its possible effects? Who was most at risk? (identifying cause and effect) *Polio is caused by a virus that spreads through human waste. It can cause paralysis or death. Young children were most at risk.*
- Referring to both the text and the pictures, what were some treatments for polio? How do you think the treatments made people feel about the disease? (reading for detail) *Polio was treated with operations, therapy, leg braces, and the iron lung machine. The idea of undergoing these treatments terrified people.*
- Why has polio almost disappeared in the United States today? (understanding cause and effect) *In 1954, Jonas Salk developed a polio vaccine, which almost everyone receives today.*
- Why is it difficult for the author to find out what has happened to Dolly? Do you think she will eventually find out? Why or why not? (drawing conclusions) *It is difficult because almost every one who knew Dolly has passed away. Answers will vary.*

AFTER READING

Exploring family history:

Invite students to choose a family photo or story that has been passed down to them, and write a first-person narrative about it. They could describe the photo and what they know about the person(s) in it, or retell the family story.

Promoting health:

The photos show some of the public health campaigns of the 1950s—a “Polio Precautions” poster, and a “Polio Pioneer.” Have students design a flier, promoting a healthy habit: washing hands, good nutrition, exercise, not smoking, and so on.

Learning about vaccines:

Vaccines have had one of the most profound effects on improving public health. Invite students to learn more about them. Offer extra credit to read a biography of Jonas Salk, Albert Sabin, Louis Pasteur, or Edward Jenner, and make a poster about the vaccines they invented and how they work.

WRITING PROMPTS

Expository: This article describes the fear created by the threat of polio in the first half of the 20th century. Have students write about something people worry about today (i.e., global warming, obesity, endangered species), why they think it is a concern, and what they think a good solution would be.

Letter: Invite students to imagine the writer locates Dolly. Have them write a letter to Dolly, asking her about her life.



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
- Synthesizing/Sequencing
- Interviewing/Research



SUMMARY

In this hilarious story by Paul Acampora, Peggy, the school science fair superstar, and Milo, budding school reporter, are at odds on many things—until they find what they have in common.

LANGUAGE ARTS STANDARDS

- Identifying problem and solution
- Understanding character
- Comparing and contrasting
- Vocabulary
- Understanding tone

MAIN TEACHING OBJECTIVES

After reading this story, students should be able to

- identify the problems and solutions presented in the story
- describe the relationship between Milo and Peggy
- compare and contrast Milo and Peggy's characters
- define new vocabulary words
- give examples that identify the tone of the story

BEFORE READING

Predicting: Have students look at the title of the story and browse through the illustrations. Direct them to the illustration on page 19. Have them fold the magazine so they don't see the text on page 18, and give them 5 to 10 minutes to write a story about what is happening in the picture. Select volunteers to share their stories with the class.

DURING READING

Vocabulary: This story has a number of words that students might need help pronouncing and understanding. Go over the words below before or as students read; make sure you say the words aloud and have students repeat after you. **chaos (KAY-oss):** complete disorder; **Chihuahua (chuh-WA-wa):** a small breed of dog, originally from Mexico; **Lilliputian (lil-uh-PEW-shun):** tiny or unusually small; **audacious (aw-DAY-shuss):** fearless; not afraid to challenge accepted ways; **fastidious (fas-TID-ee-us):** very careful to make things just right.

DISCUSSION QUESTIONS/ WRITING PROMPTS

- What event starts the action of the story? (understanding plot) *Milo reaches into Peggy's backpack, and something bites him.*
- Why do you think the author includes the part when Milo slips and slides across the floor? What does it tell you about the story? (understanding author's purpose) *The author includes it to be funny; it tells you the story has a humorous tone.*
- How could you describe Peggy? How do her characteristics support what she wants to be? What about Milo? (understanding character) *Peggy seems smart, confident, and outspoken, which are good characteristics for a scientist. Milo wants to be a reporter; he is articulate, clever, and inquisitive.*
- Have you ever been in a science fair? If so, what experiment did you do? If not, what would you like to do? (relating literature to personal experience) *Answers will vary.*
- How does Mrs. Galindo react to having a dog in school? Why? (understanding details) *She doesn't mind because he is part of a science fair project and, also, because he is named after a Mexican wrestler whom she admires.*
- What is the main problem that Milo and Peggy face? (identifying problem and solution) *They have to come to an agreement on what happened in their science class, or Mrs. Galindo will punish them.*
- What does Peggy want to discover in her science fair project? Do you think her idea is interesting? Why or why not? (understanding character) *She wants to know why people like dogs but not rats; answers will vary.*
- What do Peggy and Milo find out about each other while they are trying to work out their differences? How does this help them? (comparing and contrasting) *They discover that they both like to find things out; when they realize they are similar, they like each other more.*

AFTER READING

Solving problems: The characters in this story face a number of problems—

both their central conflict and smaller ones. Have students create a chart with three columns and complete it with problems, solutions, and their own thoughts about how they would solve each problem.

Drawing a cartoon: This story is filled with humorous moments. Invite students to browse through it again and choose one of these moments to draw as a one-block cartoon. Have them use colored pencils or markers to add color to their drawings. **Or, download our reproducible at www.scholastic.com/storyworks.**

Continuing the story: Have students continue the story, writing about what happens when Peggy and Milo go back into Mrs. Galindo's office with their agreed upon explanation. What do they say? How does Mrs. Galindo react? What happens next?

WRITING PROMPTS

Expository: Peggy wants to find out why people usually like dogs but have a negative reaction to rats. Ask students to write an essay outlining their own ideas about why they think this is so.

Letter: Have students imagine they go to Peggy and Milo's school. Have them write a letter to the editor of the Oaks School Gazette, explaining their thoughts on why the annual science fair is a great or terrible event.



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
- Writers' Workshop: Writing Action
- Problem/Solution

**SUMMARY**

In this month of ghost stories, we bring you an adaptation of a story by the original master of fright: Edgar Allan Poe. This play will introduce youngsters to a great American author, while treating them to a truly creepy tale.

LANGUAGE ARTS STANDARDS

- Understanding character
- Understanding point of view
- Understanding setting
- Identifying character's motivation

MAIN TEACHING OBJECTIVES

After reading this play, students should be able to

- describe the Villainous Narrator and discuss the motivation for his actions
- identify and discuss the point of view from which the story is told
- be familiar with a great American author and a famous work
- understand the setting of the story

BEFORE READING

Background information: Ask for a show of hands of students who like scary stories. Can they name some authors who write spooky tales? Then explain that Edgar Allan Poe, who wrote the original version of the play they are about to read, is considered the father of the horror story. Poe lived from 1809 to 1849, and is famous for his poetry and his short stories, many of which are tales of terror.

DURING READING

Understanding setting: Have students read Scene 1; pause before the Villainous Narrator speaks. Ask the class what they can infer about where and when this story takes place, based on the opening and what they know about Edgar Allan Poe. To help students understand the play, explain that the Villainous Narrator is a caretaker who lives with a kind, wealthy old man.

DISCUSSION QUESTIONS/**WRITING PROMPTS**

- What is the Villainous Narrator's first

line in the play? Why do you think he says it? Is he convincing? Why or why not? (understanding character) *The narrator is determined to show that he is sane, but his efforts make him seem even more insane.*

- What clues show that the Old Man is kind? (identifying supporting details) *He is concerned about the Villainous Narrator's health and wants to fix him a cup of tea. Also, the Narrator admits that the Old Man never did him any harm.*

- What makes the Villainous Narrator turn against the Old Man? (understanding character's motivation) *He thinks the Old Man's cloudy eye is evil.*

- What does the Villainous Narrator mean when he says, "I had to extinguish that eye"? (making inferences) *He has to kill the Old Man to get rid of his eye.*

- How does the Narrator react when the police officers first come to the door? What do you imagine he was thinking? (understanding character) *The narrator is confident the officers won't suspect anything; he uses the opportunity to show he is sane.*

- What do the policemen do while at the house? What effect does it have on the Narrator? (cause/effect) *They drink tea and talk about ordinary topics. Their talk causes the Narrator to think they are mocking him, and that they know about the murder.*

- What do you think the Narrator is actually hearing when he hears "BUMP BUMP. BUMP BUMP."? (critical thinking) *Students might suggest that he hears his own heart, his guilty conscience, his imagination, or the ghost of the old man.*

- In what way does the Villainous Narrator's words differ from his actions? (compare/contrast) *With his words, he says he's sane and clever; his actions show he's not.*

AFTER READING

Exploring character's motivation: Have students respond to the question, "Why did the Villainous Narrator kill the old man?" from two different points of view. Divide the class in half and ask one group to respond as if they were the Narrator, and the other to respond as themselves. Invite volunteers from each group to alternately share their answers with the

class. What can they conclude about the Narrator's point of view? About their own points of view?

Bringing the Narrator before a judge:

The play ends with the Narrator saying he won't tell what happens next. Ask them to imagine the police arrest him and take him to the police station, where the Narrator and one of the officers tell a judge what happened at the house. Arrange students in groups of three to write a script of the conversation with the Narrator, the Officer, and the Judge. Then have them present their work to the class.

Discovering more Edgar Allan Poe: Ask students why they think the play is partly told by ravens? What is a raven? What images does it evoke? (*It is a large crow; it often evokes darkness and death, especially since it eats dead animals.*) Explain that the Raven Chorus alludes to another work by Edgar Allan Poe: a poem entitled "The Raven," in which a black bird brings a lonely man memories of his lost love. Although this poem will be challenging to students, you might want to read a few verses so they get the sense of its sound.

WRITING PROMPTS

Narrative: Invite students to use the characters in this play as a starting point, and then spin their own tales of suspense.

Persuasive: The Narrator tries hard to persuade readers that he is not crazy. Have them find examples in the play and put them together to write a monologue in which the Narrator "proves" he is sane.

**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
- Summarizing

Name: _____ Date: _____

Read. Think. Explain.

There are so many fascinating facts and ideas in the October 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 one fact you learned in this issue of *Storyworks*. Then explain why you found it interesting.

2. Pick one sentence with writing 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. List five contractions not found in the exercise.

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.
