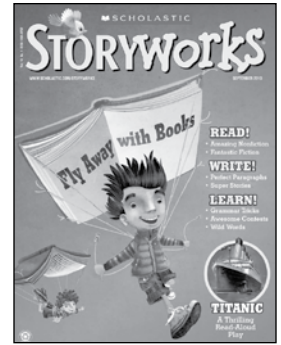


# STORYWORKS®

September 2010 • Teacher's Edition • A Complete Teaching Kit



## September 2010

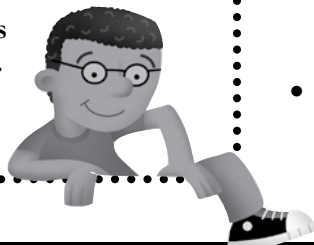
• **StoryWorkshops** for your interactive whiteboard. These step-by-step 30-minute lesson plans pull together *Storyworks* content, printables, and video resources into one easy-to-use package! Find them on our Web site.

• **NEW! Improved Lesson Plans** Check out the fantastic new features in this Teacher's Edition!

• **NEW! Word Nerd Contest** Your students can be featured in *Storyworks* as a "Real-Life Word Nerd!" (Who could resist that?)

### URGENT NEWS ABOUT OUR ANSWER KEYS!

You will find the answer keys for online activities on a separate Web site: [www.scholastic.com/storyworksanswerkey](http://www.scholastic.com/storyworksanswerkey). This comes in response to complaints from teachers that their students were finding answers online. The magazine's answer key is also on that Web site and on page T8 of this Teacher's Edition.



### SEPTEMBER 2010 HIGHLIGHTS

- **Newbery Winner Rebecca Stead!**  
We took Rebecca to lunch way before she won the biggest prize in children's books. And to thank us, she wrote a PERFECT story just for you!
- ***I Survived the Sinking of the Titanic***  
You know that *Storyworks* editor Lauren Tarshis loves writing about disasters. This play is based on her brand-new historical fiction series, *I Survived!*
- **Create a Character for Lisa Yee!**  
One of our favorite authors meets our most popular contest. Much fun and excitement will ensue!
- **Plus:** Yesterday & Today with Stevie Wonder and Taylor Swift, a fable from India, and a fun new vocab activity.

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# September at a Glance

Major Features	Language Arts Standards and Skills Development	Online Resources
<p><b>Play, p. 4</b> <i>I Survived the Sinking of the Titanic</i> By LAUREN TARSHIS</p> <p><b>Lexile Level 420L</b> <b>Guided Reading Lev. V</b></p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>Identifying factual details</li> <li>Distinguishing fact from fiction</li> </ul> <p><b>Plus:</b> vocabulary, comparing and contrasting, identifying supporting details, understanding cause and effect, making judgments, understanding character, fluency, writing to prompts</p>	<ul style="list-style-type: none"> <li><b>StoryWorkshop: Distinguishing Fact From Fiction in Historical Fiction</b></li> <li>Comprehension Quiz</li> <li>Critical Thinking Questions</li> <li>K-W-L Chart</li> <li>Fact vs. Fiction</li> </ul>
<p><b>Nonfiction, p. 10</b> “The Cheetah Daddy” By LAUREN TARSHIS</p> <p><b>Lexile Level 820L</b> <b>Guided Reading Lev. V</b></p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>Summarizing</li> <li>Comparing and contrasting</li> </ul> <p><b>Plus:</b> vocabulary, examining text features, understanding cause and effect, understanding details, making judgments, reading for information, critical thinking, writing to prompts</p>	<ul style="list-style-type: none"> <li><b>StoryWorkshop: Comparing &amp; Contrasting</b></li> <li>Comprehension Quiz</li> <li>Critical Thinking Questions</li> <li>Vocabulary</li> <li>Compare &amp; Contrast (Venn)</li> </ul>
<p><b>Fiction, p. 16</b> “The Great Hodgi” By REBECCA STEAD</p> <p><b>Lexile Level 590L</b> <b>Guided Reading Lev. T</b></p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding characters’ motivations</li> <li>Understanding main idea</li> </ul> <p><b>Plus:</b> vocabulary, relating literature to personal experience, understanding character, understanding genre, writing to prompts</p>	<ul style="list-style-type: none"> <li>Comprehension Quiz (Now Interactive!)</li> <li>Critical Thinking Questions</li> <li>Understanding Character</li> </ul>
<p><b>Poetry, p. 24</b> “Art Class” By X.J. KENNEDY</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding author’s point of view</li> <li>Using descriptive language</li> </ul> <p><b>Plus:</b> text to self, making inferences, poetry writing</p>	<ul style="list-style-type: none"> <li>Comprehension Quiz</li> <li>Critical Thinking Questions</li> <li>Poetry Writing</li> </ul>
<p><b>Poetry, p. 32</b> “Tell Me” By ROB JACKSON</p>	<p><b>Primary Standards and Skills:</b></p> <ul style="list-style-type: none"> <li>Understanding main idea</li> <li>Making inferences</li> </ul> <p><b>Plus:</b> text to self, poetry writing</p>	<ul style="list-style-type: none"> <li>Comprehension Quiz</li> <li>Critical Thinking Questions</li> <li>Poetry Writing</li> </ul>

## Departments and Skills Pages

**Sentence Chef**  
Paragraph Writing  
page 15

**Yesterday & Today**  
Compare/Contrast  
page 23

**Grammar Cop**  
Homophones  
page 25

**Word Power**  
Vocabulary  
page 26

**Bubble Test**  
Test Taking  
page 27

**Wordworks**  
Parts of Speech  
page 28

**Vocab Lab**  
Vocabulary/Word Nerd  
page 30-31

**SUMMARY**

The sinking of the *Titanic* continues to be a compelling story almost 100 years after it happened. Here students will experience the tragic voyage through the eyes of a young boy traveling with his aunt and sister.

**MAIN SKILLS AND TEACHING OBJECTIVES**

This lesson will help your students:

- Identify factual details about a famous disaster
- Distinguish fact from fiction in historical fiction

**WORD NERD'S VOCABULARY**

**elegant:** grand; **devouring:** eating greedily; **pry:** open with difficulty; **irreparably:** beyond repair; **hoists:** pulls; **distress:** trouble

**BEFORE READING****IDENTIFYING FACTUAL DETAILS, PART 1**

(10 Minutes)

**K-W-L Chart:** Ask students what they know about the *Titanic*. Write their answers in the first column (know) of a K-W-L chart. Then ask what they would like to know—what year it sank, how many people were on board—and put their questions in the second column (want to know). After reading, you will complete the third column (learned). (A skills sheet is available at *Storyworks* online.)

**DURING READING****DISTINGUISHING FACT FROM FICTION**

(25 Minutes)

**Fact vs. Fiction:** Make sure students can tell fact from fiction as they read the play. Stop occasionally to ask, “Did that really happen?” Point out that characters such as George and Marco aren’t real but are similar to people who were on the *Titanic*. Historians 1, 2, and 3 provide factual details. (A skills sheet is available at *Storyworks* online.)

**AFTER READING****IDENTIFYING FACTUAL DETAILS, PART 2**

(10 Minutes)

**Completing the K-W-L Chart:** Elicit new facts students learned about the *Titanic*, and list them in the third column of the K-W-L chart you started before reading.

**CRITICAL THINKING AND DISCUSSION QUESTIONS (10 Minutes)**

(A skills sheet is available at *Storyworks* online.)

- How are George’s and Marco’s families alike and different? (comparing and contrasting) *Both families want to be rescued, help each other, and keep their families together. George’s family is wealthier and traveling in first class; Marco’s is immigrating to the U.S. in third class.*
- What details show how elegant the *Titanic* was? (identifying supporting details) *It was the largest ocean liner in the world, had a swimming pool and four dining rooms, and served luxurious food; also, famous people traveled on board.*
- What caused the *Titanic* to sink? (understanding cause and effect) *It hit an iceberg that ripped holes in its side.*
- Why weren’t Marco or George allowed onto lifeboats? Do you think the “women and children first” rule was fair? Why or why not? (making judgments) *Marco and George were “men.” Answers will vary.*
- How did George change throughout the play? (understanding character) *He became more responsible.*

**FOR YOUNGER OR LESS-ADVANCED STUDENTS**

**Fluency:** Divide students into six groups and assign each group one scene to practice. Circulate to help groups with difficult words.

**WRITING PROMPTS**

**Expository:** How did passengers react to the disaster? Have students write an essay explaining what people did, using examples from the play, and what they might do in a similar situation.

**Persuasive:** Have students imagine they are ship inspectors. Ask them to write a report persuading the *Titanic*’s owners to make changes before the ship’s first voyage to make it safer.

**Online Resources**

**StoryWorkshop Digital Lesson Plan:**

**Fact vs. Fiction**—includes video, interactive whiteboard activity, and lesson

**Activities to print or project:**

- Comprehension Quiz
- Critical Thinking Questions
- K-W-L Chart
- Fact vs. Fiction

[www.scholastic.com/storyworks](http://www.scholastic.com/storyworks)



**SUMMARY**

Two orphaned cheetah cubs were “adopted” by a man who taught them just like their own mother would have—almost.

**MAIN SKILLS AND TEACHING OBJECTIVES**

This lesson will help your students:

- **Summarize** important events in a nonfiction account
- **Compare and contrast** parent-child roles in the animal and human worlds

**WORD NERD’S VOCABULARY**

**threats:** dangers; **endangered:** at risk of extinction; **thrive:** succeed; **mobilized:** moved; **painstakingly:** very carefully; **excursions:** trips; **devise:** invent; **transition:** change; **mauled:** mangled, injured

**BEFORE READING****EXAMINING TEXT FEATURES (10 minutes)**

Have students look at the photos, map, and captions. What can they learn about cheetahs from these? (*They are endangered, their bodies are made to go fast, baboons and lions are predators, etc.*) What can they infer from the photo on p. 11 about the relationship between Simon King and the cheetahs?

**DURING READING****SUMMARIZING (25 minutes)**

Whether reading aloud or silently, have students pause at the end of each section to review what happened. Ask them to write two sentences which summarize the important events of each section.

**AFTER READING****COMPARING AND CONTRASTING (15 minutes)**

Have students write these phrases along the left side of a paper and fill in their responses on the right: What cheetah cubs need to learn; What I need to learn; How cheetahs get food; How I get food; How cheetahs’ parents take care of them; How my parents take care of me. (A skills sheet is available at *Storyworks* online.)

**CRITICAL THINKING AND DISCUSSION QUESTIONS (10 minutes)**

(A skills sheet is available at *Storyworks* online.)

- Why did the Craigs feel it was urgent to return the cubs to the wild? (understanding cause and effect) *It was important so the cheetahs could find mates; cheetahs are endangered, and the Craigs want to increase their population.*
- What are some behaviors that Simon King had to teach the cubs? (understanding details) *He had to teach them to hunt, avoid predators, and identify prey.*
- Sambu’s death was a sad but natural event. If humans could have prevented it, do you think they should have? (making judgments) *Answers will vary.*
- Why was Toki moved to Ol Pejeta? (reading for information) *He needed to be protected from future attacks by other cheetahs.*
- Simon and the Craigs tried to provide a free and natural existence for the cheetahs while still protecting them from dangers. What do you think the challenges are in balancing these two goals? (critical thinking) *Answers may include: If they take care of the cubs too much, the cheetahs won’t learn to live on their own; providing freedom also exposes them to danger; the cubs need freedom to find a mate, but if they get killed, they won’t be able to reproduce.*

**WRITING PROMPTS**

**Narrative:** Have students imagine they are Toki and write a diary entry for one day at Ol Pejeta.

**Expository:** Have students use factual details they learned from the article to write an essay about cheetahs. They can include information on where the cheetahs live, what they eat, what physical traits they have, and what challenges to their existence they face.

**Online Resources****StoryWorkshop Digital Lesson Plan:**

**Compare & Contrast**—includes video, interactive whiteboard activity, and lesson

**Activities to print or project:**

- Comprehension Quiz
- Critical Thinking Questions
- Vocabulary
- Compare & Contrast (Venn)

[www.scholastic.com/storyworks](http://www.scholastic.com/storyworks)



**SUMMARY**

Rebecca Stead, winner of the 2010 Newbery Medal, has conjured up a charming story that weaves together a magic trick, friends, and a big secret.

**MAIN SKILLS AND TEACHING OBJECTIVES**

This lesson will help your students:

- Understand different characters and their motivations for claiming they knew Jessie’s trick
- Understand the main idea

**WORD NERD’S VOCABULARY**

**inhale:** breathe in or eat quickly; **horizontally:** across; **sequined:** with sparkly dots; **gigantic:** huge

**BEFORE READING**

**RELATING LITERATURE TO PERSONAL EXPERIENCE (10 minutes)**

**Performing card tricks:** Ask students if they know how to perform any card tricks. (You can even bring a deck of cards and invite volunteers to perform tricks for the class.) While watching card tricks, do they try to figure them out? If they are performing a trick, how do they feel if someone guesses how it’s done? Do they like to keep the “magic” a secret, or do they reveal it at the end?

**DURING READING**

**UNDERSTANDING CHARACTER (20 minutes)**

**Examining emotions:** Leah, the main character, feels various emotions throughout the story. Ask students to pay attention to how she feels at the beginning, middle, and end of the story. What causes her to feel those ways? How would they feel at those points? (A skills sheet is available at *Storyworks* online.)

**AFTER READING**

**UNDERSTANDING MAIN IDEA (30 minutes)**

**Writing a skit:** Divide students into groups of at least four to play the roles of Leah, Jessie, Brian, Ms. Noonan, and possibly other students. Have them write a skit about what happens when they go back to school on Monday and Ms. Noonan asks someone to explain the trick. Then have them take turns performing their skits for the class.

**CRITICAL THINKING AND DISCUSSION**

**QUESTIONS (10 minutes)**

(A skills sheet is available at *Storyworks* online.)

- Why do you think Brian said he knew how Jessie and her mom did the trick? How did it make Jessie feel? (understanding character’s motivation) *He is competitive and wanted to seem smart; Jessie probably felt disappointed.*
- Why do you think other students then claimed they knew the trick? What do you think about Mandy’s telling Leah she knew it? (understanding character’s motivation) *Answers may include that other students wanted to be in on a secret. Mandy probably made her friend feel left out.*
- Why did Leah’s mom tell her the joke about “no soap, radio”? How does it relate to the magic trick? (understanding main idea) *Just as people laugh at the joke without understanding it, kids join in on saying they get the trick even if they don’t.*
- How do you think Leah felt when she realized that everyone else just pretended to know the trick? How would you feel? (relating literature to personal experience) *Answers will vary.*
- What details make this story seem real? (understanding genre) *Explain that realistic fiction is a story that isn’t true but could be. Details will vary.*

**WRITING PROMPTS**

**Expository:** At dinner with her mother, Leah feels as if everyone else is better than she is at something. Invite students to write about a time they felt that way. What made them feel like that? How did they resolve it?

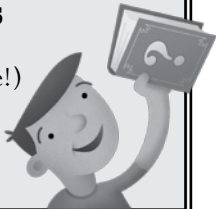
**Narrative:** Have students rewrite the story from Brian’s or Jessie’s point of view. How would the events seem different to them? What would they be feeling? (Note: This prompt is appropriate for more-advanced students.)

**Online Resources**

**Activities to print or project:**

- Comprehension Quiz (Now Interactive!)
- Critical Thinking Questions
- Understanding Character

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## Art Class, by X.J. Kennedy p. 24

### SUMMARY

A student rebels in art class.

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- Explain the author's point of view
- Use descriptive language to write poems

### BEFORE READING

#### TEXT TO SELF (10 minutes)

Give students five minutes to draw a tree. Then let them circulate and look at each others' work. Point out that each drawing has its own value, and that each artist sees trees differently.

### AFTER READING

#### USING DESCRIPTIVE LANGUAGE (20 minutes)

**Writing a poem:** Have students "draw" a tree with words. Ask them to use as many descriptive words as possible to write a poem about a tree.

(A skills sheet is available at *Storyworks* online.)

### CRITICAL THINKING AND DISCUSSION QUESTIONS (10 minutes)

(A skills sheet is available at *Storyworks* online.)

- Why didn't the art teacher like the narrator's drawing of a tree? (making inferences) *It didn't look lifelike.*
- How did the narrator make his drawing? What do you think the author is saying about art? (understanding author's point of view) *The narrator drew the way a tree looked to him; the author suggests that art is made from what you see, not by following someone else's idea.*
- What do the last two lines mean? (making inferences) *A real tree doesn't look like a bunch of Y's. Neither the narrator nor real life follows art class rules.*



## Tell Me, by Rob Jackson p. 32

### SUMMARY

Life can be rough for a kid. "Tell Me" expresses some of the difficulties children encounter.

### MAIN SKILLS AND TEACHING OBJECTIVES

This lesson will help your students:

- Understand the poem's main idea
- Make inferences about the narrator

### BEFORE READING

#### UNDERSTANDING MAIN IDEA (5 minutes)

**Discussing the illustration:** Ask students what is going on in the illustration. How would they feel if this happened in real life?

### DURING READING

#### MAKING INFERENCES (10 minutes)

What do students notice about the poem's first two verses. (*The lines are all questions.*) What do all the questions have in common? (*They are about things that frustrate the narrator.*)

### AFTER READING

#### UNDERSTANDING MAIN IDEA (20 minutes)

**Adding verses:** Have students think of their own frustrations and write them as questions to create personalized verses for this poem. You can then put all the verses together to make a very long (and frustrating!) poem. (A skills sheet is available at *Storyworks* online.)

### CRITICAL THINKING AND DISCUSSION QUESTIONS (10 minutes)

(A skills sheet is available at *Storyworks* online.)

- What main point do you think the narrator is trying to express? (understanding main idea) *Some facts of daily life can make you feel frustrated; he wonders why it has to be this way.*
- How old do you think the narrator is? What makes you think that? Is he near your age? (making inferences) *He is probably around 10; he refers to experiences that a "big kid" would have.*
- Which of the narrator's questions reflect your own feelings? (text to self) *Answers will vary.*

### Online Resources

Activities to print or project:

#### ART CLASS

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing

#### TELL ME

- Comprehension Quiz
- Critical Thinking Questions
- Poetry Writing

[www.scholastic.com/storyworks](http://www.scholastic.com/storyworks)



## ANSWER KEY

Answers to skills exercises and quizzes appearing in the September student edition

### Sentence Chef, p. 15

Answers will vary but might be similar to the following: Simon King taught the cheetahs many important skills. First, he taught them which animals were dangerous: black rhinos, lions, baboons. He did this by growling at the cubs like a mother cheetah would, signaling to them to stay away from the threatening animal. He also taught them to hunt. He tied a string to a stuffed toy rabbit and showed the brothers how to attack it by chasing the rabbit and proving to them it wasn't a threat. After a few weeks, Simon had succeeded in teaching Sambu and Toki many skills.

### Grammar Cop: Homophones p. 25

Please, needs, warn, there, might, all, you, week, morning, sore, nose, right, paws, fur, fleas, ticks, do, him, whole, foul, scent, shoes, mousse, dessert, hair, There, some, allowed, So, while, not

### Word Power, p. 26

Answers will vary.

### No-Sweat Bubble Test, p. 27

1. B (reading comprehension)
2. B (understanding genre)
3. D (vocabulary) 4. A (making inferences/understanding author's purpose) 5. D (understanding character's motivation/drawing conclusions)
6. B (understanding main idea/moral)

**Critical Thinking:** 1. Answers will vary but might be similar to the following: This fable tells a story about animals who solve a problem by first working together and then asking for help to get the problem solved. The dove king showed great courage and nobility when he asked the mouse to free his subjects first before getting himself freed. 2. Answers will vary.

### Vocab Lab, p. 30

**Mystery word:** catapulted, page 7

**Perfect Words:** adroit, agile, cautious, expert, exuberant, hazardous, invigorating (Note: Some students might choose the word "tedious" and not "cautious" to describe Shaun's behavior. Although this could be considered correct, "cautious" is our preferred answer.)

**Caption:** Answers will vary but might be similar to the following: Even though Olympian Shaun White is an expert snowboarder, his sport is very hazardous, so he is always cautious.

### Word Nerd, p. 31

Answers will vary but might be similar to the following: My friends do not think my magic trick of making money disappear is very good.

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# Create a Character Contest

My name: \_\_\_\_\_ Age: \_\_\_\_\_

Teacher's name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

School address: \_\_\_\_\_

School phone number: \_\_\_\_\_ Home phone number: \_\_\_\_\_

(Remember to include your area code and ZIP!) See page 29 of the September *Storyworks* for rules to this contest.

## My Character

1. My character's name: \_\_\_\_\_ Age: \_\_\_\_\_

2. Where my character lives: \_\_\_\_\_

3. My character's hobbies, skills, and dreams: \_\_\_\_\_

\_\_\_\_\_

4. The biggest problem my character has ever faced, and how he, she, or it solved it:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. How my character might grow in the story: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

6. What my character looks like: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

7. Other information you should know about my character: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please continue on another piece of paper if you need more room.