

Play: *Night at the Museum: Battle of the Smithsonian* • Issue: May 11, 2009

Name: _____ Class: _____ Date: _____

What Happened, and Why?

“Cause and effect” describes two related events. The event that happens first is called the cause. This event makes the second event occur. For example:

Cause: You study really hard.

Cause: The driver runs over a nail on the road.

Effect: You earn an “A” on your test.

Effect: The driver’s car gets a flat tire.

Directions: Read *Night at the Museum: Battle of the Smithsonian*, and complete each cause-and-effect pair below.

1. Cause: The American Museum of Natural History plans to replace some of its old exhibits with new interactive ones.

Effect: _____

2. Cause: _____

Effect: Kahmunrah chases Jedediah and the other characters from the American Museum of Natural History.

3. Cause: Larry steals a key card from a guard to swipe into an “Employees Only” door.

Effect: _____

YOUR TURN

Find two cause-and-effect pairs from the play and write them below.

1. Cause: _____

Effect: _____

2. Cause: _____

Effect: _____

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Character Matrix

To fully interpret a story, you need to understand the characters. Use this graphic organizer to examine three of the characters from the play *Night at the Museum: Battle of the Smithsonian*.

Directions: Fill in the chart below.

	Larry Daley	Kahmunrah	Amelia Earhart
What does this character look like? Review the text for descriptive words.			
What does the character say? Select at least one line from the text that reveals something about his or her personality.			
What conflicts challenge this character?			
How does this character behave? List specific actions.			
How do you feel about this character? Is he or she likable? Trustworthy? Give examples to support your opinion.			

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Plot Pyramid

Many stories, including this issue's Readers Theater Play, follow a similar plot pattern. In the beginning, you learn the story's *central problem*. In the middle, this problem gets more complicated. This is called the *rising action*. The *climax*, or peak of the story, happens next, followed by the *falling action*, or the solving of the problem. Finally, there's a *resolution*, or ending. These various components of the plot are known as *plot points*.

Directions: Each box in the pyramid below is a plot point from *Night at the Museum: Battle of the Smithsonian*. In each block, write the answer to the question. When you're done, you will have identified the main plot points of the story.

3
Climax
How does the problem peak?

2
Rising Action
How does the problem get more complicated?

4
Falling Action
How does the problem get resolved?

1
Opening
What's the central problem?

5
Resolution
What's the final result?

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Polish Your Possessives

A possessive word shows ownership. Possessives can be singular or plural. For example, if a child has a toy, you could use the possessive form to write *child's toy*. The word *child's* is a singular possessive. If boys have toys, write *boys' toys*. The word *boys'* is a plural possessive. Review the rules of possession below.

Singular: Marie's phone

Singular ending in "s": Dr. Seuss's book

Plural not ending in "s": children's backpacks

Plural ending in "s": the kids' backpacks

I. Directions: Add the missing apostrophes to the sentences below. We did the first one for you.

- At this year's[↓] conclave, Max Broderick, 20, read a poem about fishing with friends and family.
- Devs quick rise to stardom may seem like a surprise—but not to Niamh Wright, his high-school drama teacher.
- Fans can walk through settings from the novels, like Hagrids hut, Hogwarts Great Hall, and Gryffindors common room.
- Miley Cyrus wrote her lifes story at the age of 16.
- What if all those Greek myths you heard about really happened? According to Rick Riordans sensational novel *Lightning Thief*, they're all true!

II. Directions: Rewrite the following sentences to include at least one possessive.

Example: *The new car belongs to Kate.*

Kate's car is new.

- The Great Hall of Hogwarts plays a big part in the Harry Potter movies.

- The book of Miley Cyrus recently hit bookstores.

- Fisher Poets Gathering, which will take place this year, will include hundreds of literary sailors.

Article: "Swimming With Sharks" • Issue: May 11, 2009

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Fact Finding

Directions: Exploring the facts and ideas presented in a piece of writing will help you understand it better. Use the prompts below to explore the article "Swimming With Sharks."

1. The writer of the article is _____

2. The article is mainly about _____

3. Why do you think the writer chose to write about this topic? _____

4. The main events in this article take place in (name the location) _____

5. The time period is _____

6. Important people or things in this article are _____

7. Here are three facts I learned from this article:

#1 _____

#2 _____

#3 _____

8. Explain why each fact listed above is important in understanding what the article is about.

#1 _____

#2 _____

#3 _____

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Swimming With Sharks Quiz

Directions: Read the article "Swimming With Sharks," and answer each of the following questions.

1. "Swimming With Sharks" is written in _____.
 - Ⓐ the water
 - Ⓑ first person
 - Ⓒ second person
 - Ⓓ third person
2. How did Fabien Cousteau study and observe sharks in their habitat?
 - Ⓐ He swam in a cage.
 - Ⓑ He swam in a submarine that looked like a shark.
 - Ⓒ He swam without protection.
 - Ⓓ all of the above
3. Which of the following statements is FALSE?
 - Ⓐ Sharks claim the lives of about eight times more people than bee stings.
 - Ⓑ Sharks are being killed at a rate of 80 million to 200 million per year.
 - Ⓒ Sharks are vital to the health of the underwater world.
 - Ⓓ Many shark species are vegetarians.
4. How does Fabien Cousteau feel in the ocean?
 - Ⓐ free of gravity
 - Ⓑ exhilarated
 - Ⓒ weightlessly comforted
 - Ⓓ all of the above
5. How do you think Fabien Cousteau feels about the rate at which sharks are being killed?
 - Ⓐ angry
 - Ⓑ powerful
 - Ⓒ energized
 - Ⓓ aloof
6. How would you define the word **undulating** in the following sentence? *That blue, undulating liquid draped all the way to the horizon makes me feel exhilarated every time I lift its cover and jump in.*
 - Ⓐ having a wavelike motion
 - Ⓑ cool
 - Ⓒ having a high and low pitch
 - Ⓓ having a smooth surface
7. How would you define the word **delicacy** in the following sentence? *Their fins are considered a delicacy in some countries.*
 - Ⓐ rare and pleasing food
 - Ⓑ sign of frailty
 - Ⓒ extreme precision
 - Ⓓ subtle refinement
8. What book inspired Fabien Cousteau to create a shark submarine?
 - Ⓐ *Moby Dick*
 - Ⓑ *Red Rackham's Treasure*
 - Ⓒ *Le Tresor de Rackham Le Rouge*
 - Ⓓ both b and c
9. According to Fabien Cousteau, why do sharks have a bad reputation?

10. Why did Fabien Cousteau decide to build the shark submarine?

Article: "Heeding the Call" • Issue: May 11, 2009

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Heeding the Call Quiz

Directions: Read the article "Heeding the Call," and answer the following questions.

1. In this article, who issued a national call for community service?
 - (A) President Obama
 - (B) World Vision
 - (C) Paige Greenblott
 - (D) all of the above
2. President Obama dictated that all middle- and high-school students complete how many hours of annual community service?
 - (A) 10
 - (B) 25
 - (C) 50
 - (D) 100
3. Which of the following words is a synonym for **dictated**?
 - (A) commanded
 - (B) deterred
 - (C) organized
 - (D) gathered
4. Why does President Obama think community service is important?
 - (A) Students who serve do better in school.
 - (B) Students who serve are more likely to go to college.
 - (C) Students who serve are more likely to maintain that service as adults.
 - (D) all of the above
5. According to the article, volunteerism among teens has _____ since the 1980s.
 - (A) gone down
 - (B) doubled
 - (C) tripled
 - (D) stayed the same
6. Which of the following is NOT a purpose of the 30-Hour Famine?
 - (A) to help abandoned pets
 - (B) to promote compassion for the hungry
 - (C) to raise awareness about global poverty
 - (D) to have teens volunteer in their communities
7. How are people in Chippewa Falls volunteering their time this summer?
 - (A) creating "Home Domes"
 - (B) participating in World Vision's 30-Hour Famine
 - (C) fixing houses for people in need
 - (D) collecting and sorting clothing donations
8. Which of the following statements is an OPINION?
 - (A) The deflating economy is straining many American families.
 - (B) Teens around the country are volunteering their time.
9. What does President Obama mean when he says that the sum of our own dreams must be greater than ourselves?
 - (C) Experts say the unemployment rate could rise to 10 percent by the end of the year.
 - (D) Teens who help their communities are good people.

10. Why does President Obama believe this?
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

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What Will Happen Next?

Have you ever stayed up reading a book because you just had to know what would happen? The literary term for this excited anticipation is *suspense*.

Directions: As you read *Night at the Museum: Battle of the Smithsonian*, pick four of the most suspenseful sentences or passages and write them in the blanks below. (The first one is selected for you.) Before you continue reading, record what you think will happen next. Then, continue reading and write down what actually happens next. Follow these steps for each suspenseful sentence.

1. **Suspenseful sentence:** JEDEDIAH (on speaker): Gigantor! It's me, Jed! We stole the Tablet, and now we're in a world of hurt!

What I think will happen: _____

What actually happens: _____

2. **Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____

3. **Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____

4. **Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____

5. **Suspenseful sentence:** _____

What I think will happen: _____

What actually happens: _____

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My Volunteer Project

Directions: After reading "Heeding the Call," think about how you could help others. Would you like to join an international project, as did the teens who participated in World Vision's annual 30-Hour Famine, or would you like to come up with something on your own, like Page Greenblott, who started the Dress the Wound project? In the space below, follow the prompts to explain your volunteer idea and why it's important to you.

1. Describe a cause or issue that means a lot to you. (It can be global, national, or specific to your neighborhood or community.) _____

2. Why is this cause important to you? _____

3. How will you help? _____
