

Grade 6 English

Date		Assignment Details- Answers will be posted each Monday for the previous week.
Tues., April 14	Vocabulary	Choose 2 vocabulary words (in bold print) from Attack from Outer Space and complete the frayer model. You can draw pictures or add images from the internet.
Wed., April 15	Storyworks	Read Attack from Outer Space - complete "quiz" questions
Thurs., April 16	Readworks	April Fool's Day
Fri., April 17	Grammar	Word Choice #1 Their, There, They're
Mon., April 20	Storyworks	Read The Big One
Tues., April 21	Vocabulary	Choose 2 vocabulary words (in bold print) from The Big One and complete the frayer model. You can draw pictures or add images from the internet.
Wed., April 22	Storyworks	The Big One - complete finding the main idea chart
Thurs., April 23	Readworks	Brothers
Fri., April 24	Grammar	Word Choice #11 To, Too, Two
Mon., April 27	Storyworks	Read The Emperor's New Clothes.
Tues., April 28	Vocabulary	Choose 2 vocabulary words (in bold print) from The Emperor's New Clothes and complete the frayer model. You can draw pictures or add images from the internet.
Wed., April 29	Storyworks	The Emperor's New Clothes - complete making inferences questions
Thurs., April 30	Readworks	The Wolf Within
Fri., May 1	Grammar	Word Choice #13 Its, It's
Mon., May 4	Storyworks	Read Out of the Burning Darkness
Tues., May 5	Vocabulary	Choose 2 vocabulary words (in bold print) from Out of the Burning Darkness and complete the frayer model. You can draw pictures or add images from the internet.
Wed., May 6	Storyworks	Out of the Burning Darkness - complete "quiz" questions
Thurs., May 7	Readworks	Building a Bridge
Fri., May 8	Grammar	Fragments Exercise # 1

*Mrs. Lee's students can also sign up for Khan Academy as an additional resource.

**Stories.audible.com is offering free audio stories and books to listen to.



STORYWORKS

Whole-Issue Glossary

February 2020



"FROZEN DREAMS"

ambitions: strong wishes to achieve something

blubber: the fat of a whale or a seal

capable: able to do something

embittered: very angry about unfair things that have happened

expedition: a long journey for a certain reason, like exploring

frigid: extremely cold

sole: only

"THE BIG ONE"

bait: something used to attract fish so they can be caught

official: recognized as certain, as if someone in charge said so

reel: pull something in by winding a fishing line around a spool

slumped: sank down heavily

waterlogged: soaked through with water

THE EMPEROR'S NEW CLOTHES

buffoon: a foolish person

furrows: wrinkles the area between the eyes, as when concentrating hard on something

garments: pieces of clothing

mannequins: figures shaped like a human body used for making or showing clothes

moat: a deep, wide ditch dug around a castle or town and filled with water to protect a place from attacks

nobles: people in positions close to a king or a queen

procession: a parade

vanity: being too interested in your own appearance

(Continued on next page >)



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STORYWORKS

Whole-Issue Glossary, p. 2

"ATTACK FROM OUTER SPACE"

calastrophe: a terrible disaster

debris: scattered pieces of something that has been broken or destroyed

feverishly: to do something quickly out of excitement or fear

hurrling: to move very quickly in an uncontrolled and possibly dangerous way

orbits: circular paths of objects going around the sun or a planet

sacred: holy, or having to do with religion

shock waves: very strong waves of air pressure, often caused by an explosion

solar system: a sun and the planets, moons, and other objects that move around it

trading post: a remote place where people can buy, sell, and trade things

unpiloted: if a ship is unpiloted, there is no one steering it.



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STORYWORKS at Home

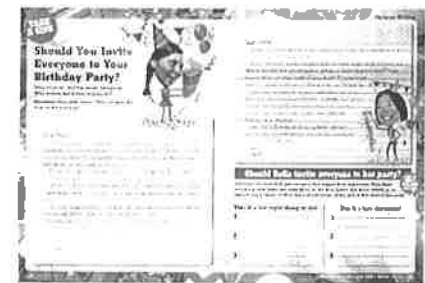
Join your child on a joyful learning adventure!

Dear Family,

In our class, we've been reading the February 2020 issue of *Storyworks*. Look at the table of contents on page 2 and ask your child to tell you about a favorite article or story we've read in class.

Here are some more activities you can do with the magazine at home to build your son's or daughter's reading and thinking skills:

- **The fiction story "The Big One," on pages 10-14**, is about an ice-fishing trip where the main character, Joe, connects with his dad. After reading the story with your child, talk about activities you enjoy doing together. →
- **Turn to pages 26-27 to read this issue's debate, "Should You Invite Everyone to Your Birthday Party?"** Read each letter aloud, and share what you each think about whether Sofia should have to invite everyone to her birthday party. →
- **Have your child read aloud the poem on page 29, "Early Explorers,"** about animals that have lived in places long before humans. Then discuss → which animals might have lived in your area before your family did. You could even go outside and observe the animals that live in your neighborhood!



We hope you enjoy reading *Storyworks* as a family!

Sincerely,

Your child's teacher and the editors of *Storyworks*

 SCHOLASTIC

STORYWORKS en casa

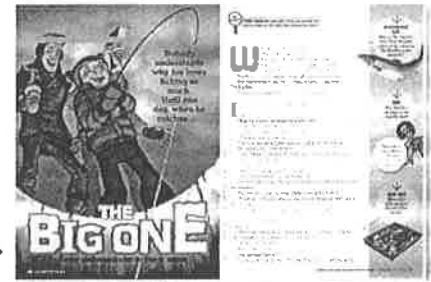
¡Acompañe a su niño en la alegre aventura del aprendizaje!

Querida familia:

En clase, hemos estado leyendo el ejemplar de febrero de 2020 de *Storyworks*. Mire la tabla de contenido en la página 2 y pídale a su niño o niña que le cuente sobre su artículo o cuento favorito de los leídos en clase.

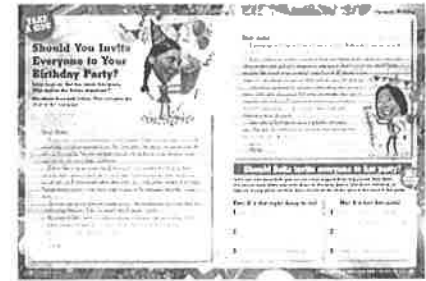
Estas son otras actividades que pueden hacer en casa con la revista para ayudar a desarrollar las capacidades de lectura y razonamiento de su niño:

- **La historia de ficción "The Big One", en las páginas 10-14**, trata sobre un viaje de pesca en hielo donde el personaje principal, Joe, se conecta con su papá. Después de leer la historia con su niño, hablen sobre las cosas que les gusta hacer juntos.



- **Pase a las páginas 26-27 para leer el debate de este ejemplar, "Should You Invite Everyone to Your Birthday Party?"**.

Lean las cartas en voz alta y compartan lo que piensa cada cual sobre si Sofía debería invitar a todos a su fiesta de cumpleaños o no.



- **Pídale a su niño que lea en voz alta el poema de la página 29, "Early Explorers", sobre los animales que habitaban los lugares mucho antes de que llegaran los humanos.** Luego hablen sobre los animales que podrían haber vivido en su área antes de que llegara su familia. ¡Hasta podrían salir y observar a los animales que viven en su vecindario!



¡Esperamos que disfruten leer *Storyworks* en familia!

Sinceramente,

El maestro de su hijo y los editores de *Storyworks*

"Attack From Outer Space" Quiz

Directions: Read the paired texts "Attack From Outer Space" and "Planet Protectors" in the February 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What happened in Chelyabinsk on February 15, 2013?

- (A) An asteroid hit the ground.
- (B) A plane crashed.
- (C) A shooting star exploded above the city.
- (D) An earthquake made shock waves.

2. A meteorite is _____.

- (A) the largest kind of space rock
- (B) made of rock and ice
- (C) a rock that has been swept up by the wind
- (D) a piece of space rock that hits the ground

3. What is a *catastrophe*?

- (A) a disaster
- (B) a surprise
- (C) something that happens often
- (D) something that will never occur

4. Which line best shows the meaning of *catastrophe*?

- (A) "Scientists believe dust clouds from the explosion blocked out the sun—perhaps for months—causing plants and animals to die."
- (B) "Tunguska is a faraway region of the Siberian wilderness."
- (C) "The common belief at the time was that rocks that fell from the sky came from Earth . . ."
- (D) "And fortunately, no one in Chelyabinsk was killed. Most of the injuries were minor."

5. How are scientists at B612 preparing for a future asteroid event?

- (A) They're collecting meteorites.
- (B) They're searching for space rocks.
- (C) They're sending spacecrafts into the solar system.
- (D) They're warning the public about space rocks.

6. What text structure do "Attack From Outer Space" and "Planet Protectors" have when paired together?

- (A) compare and contrast (C) description
- (B) problem and solution (D) sequence

Constructed Response

Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with details from the texts.

7. How were the events in Chelyabinsk and Tunguska the same? How were they different?

8. Do you think people should be concerned about space rocks? Why or why not?

April Fool's Day

"Ah, ha! Gotcha!"

People say, whenever April
Rolls around. A ritual of trickery.
It's always the same. We say,
"Look!" when nothing's there. Everyone

5

Forgets for a second that today is not like
Other days. It seems that no
One tells the truth today. Do you
Like to play tricks?
So do I.

10

Don't look now. There's
A hairy spider on your head. Ah, ha! Made
You look!

Please, don't get mad. I'm
Only kidding around. Nothing serious.
Eek! Why did you say there was a spider on
Me?

15

Name: _____ Date: _____

1. On April Fool's Day, the poet likes all of the following EXCEPT

- A. playing tricks
- B. kidding around
- C. being tricked
- D. the ritual of trickery

2. Read this stanza from the poem:

Don't look now. There's

A hairy spider on your head. Ah, ha! Made

You look!

What is the purpose of this stanza?

- A. It explains how someone might enjoy getting tricked.
- B. It describes a spider landing on the author's head.
- C. It is an example of an April Fool's Day trick.
- D. It shows how much the author dislikes spiders.

3. Which of the following conclusions about the poet is supported by the poem?

- A. The poet wishes that every day were April Fool's Day.
- B. The poet is trying to put an end to April Fool's Day.
- C. The poet thinks April Fool's Day is very childish.
- D. The poet likes to celebrate April Fool's Day.

Name _____ Date _____

WORD CHOICE – EXERCISE 1: THEIR, THERE, AND THEY'RE

Directions: Fill in the blanks with the appropriate choice—*their, there, or they're*. Check your answers with the interactive version of the exercise.

1. Unable to tolerate the dust one moment longer, Elizabeth spent the afternoon cleaning the living room tables and shelves. Now _____ slippery with furniture polish, glowing in the sunlight that spills through the open window.
2. "Oh, no! _____ and lima beans on my plate!" screamed Noel before he fainted with a thud on the dining room floor.
3. Nothing makes Diane's cat Big Toe Joe happier than a laundry basket full of fresh warm towels. _____ he will sleep, purring in contentment and shedding long white hair on the clean terry cloth.
4. Mrs. O'Shea spent the day steam cleaning the living room floor. Now her children can hardly find the kitchen without _____ trail of dirty footprints leading the way.
5. Dolly hates dogs more than snakes or cockroaches. She believes that canines are loathsome creatures because _____ only goal in life is to kill her front lawn with urine.
6. Behind the sofa _____ is a collection of desiccated brussels sprouts that Simon, the family cocker spaniel, carries away for Noel, who cannot stomach the vegetable.
7. The knives in Roseanne's kitchen are encrusted with bits of brownie and smears of dried mustard. _____ is no way a doctor would ever consider operating with any instrument that Roseanne had washed!

8. Bentley, our neighbor's basset hound, has toenails that are so long that _____ curled like macaroni noodles at the ends of his paws.
9. Noel carefully sliced each Brussels sprout in half, carefully scrutinizing the heart of the little cabbage. He always worries that _____ might be a worm buried in the middle.
10. Casey and Tainara had plenty of privacy for kissing because _____ were six sheets drying on the clothesline in the backyard.
11. Warren hates cleaning the bathroom because his brothers always leave globs of toothpaste in the sink, and _____ dirty underwear hangs from the doorknobs or lies in damp piles on the tile floor.
12. Raymond's parakeets love to sit on his head; _____ droppings litter his shoulders like flakes of dandruff.
13. After a few ineffective swipes across the kitchen floor, Kristy returned the mop to the closet. _____ it would remain for another six months.
14. In a frenzy of packing, the Gonzalez family even boxed their poodle, Chiquita. _____ moving into a new home tomorrow, and everything must be ready to go.
15. Willard loves going food shopping late at night. The aisles are free of people, so _____ is no one to see him sneaking grapes in the produce section or filching cookies from the bakery.
16. Russell and his friend Ted dived into _____ car and sped out of the parking lot. Dripping milkshake, Billy soon followed, shaking his fist and swearing revenge at the fleeing car.
17. Lolita heaped her brother's plate with barbecue chicken, potato salad, and baked beans. _____ was so much food that Henry needed two hands to carry the plate to the table.

Adapted Frayer Model

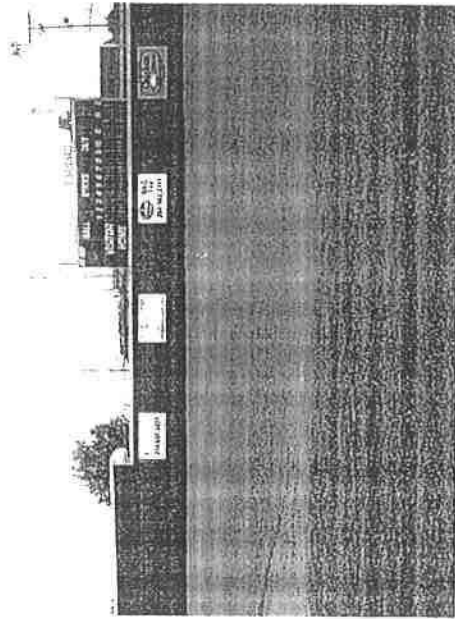
Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Brothers

by ReadWorks



Joseph had run away.

Philip could tell his mother was worried by the way she paced up and down the kitchen floor, twisting her hair into knots, while speaking softly into the telephone. "I don't know where he went," she whispered. She shot Philip a sidelong look that seemed to say, "Don't worry," then smiled as if this was just a normal, routine phone call. "No, we didn't get into a fight. There wasn't." She left the kitchen, glancing quickly at the clock. Philip was going to be late for school.

Philip pushed his cereal around the bowl with his spoon. Joseph hated living at home. "I'm an old soul," he would sing to their mother whenever she asked him to clean the dishes or put away his laundry. "I can't be tethered," he'd sing, until their mother would laugh. "Joseph," she'd say, exasperated.

Joseph was nearly six years older than Philip and was what their mother called "a troublemaker." Philip had a loose understanding of what it meant to be a "troublemaker." It was someone who stayed out past curfew, lied, ran away, and hung around with "a bad

crowd." Philip had met this crowd, and he didn't think they were bad at all. In fact, he liked Joseph's friends. Whenever they saw him, they shook his hand like he was a grown man and not somebody's kid brother.

Last summer, Philip broke his arm playing baseball. That wasn't exactly true, when Philip came to think of it, but it was what he had told Joseph's friends when they saw the cast on his arm. They had given him the nickname "Captain" after that, and Laura, Joseph's girlfriend, always asked him, "Have you been drafted yet?"

Philip hadn't wanted to play baseball at all that summer. He had wanted to join the swim team, but his father said swimming wasn't a sport. Philip knew better than to argue with his dad and so he agreed. He hadn't realized that his baseball coach had stuck him in the outfield because he was a bad player, and that the coach didn't expect anyone to hit a ball that far into the field.

After dinner one night, Philip heard his dad explain it to his mother. "Philip's the worst player on the team. They put him in the outfield so he doesn't mess it up for the rest of the team," he'd said. He didn't know Philip could hear him. Joseph, who was sitting next to Philip, had nudged him, then squeezed his shoulder. "Don't sweat it, kid," he had said. "There's always something better out there."

Philip had broken his arm the day a fly ball—the only one of the game—soared into the sky right above his head. Philip hadn't been paying attention to the game, but suddenly he heard everyone calling his name. He saw the small black dot blot out the sun, and he raised his left hand high into the air and shut his eyes. He felt the ball land heavily in his glove. He was surprised by its weight. His hand was sore.

He ran back toward the mound, proud for the first time all season that he had helped his team. He wasn't looking where he was going and didn't notice the small rock hidden in the green of the outfield until his foot caught against it. Suddenly, he was soaring into the air. And then, just as quickly, he came crashing down, his arm outstretched, snapping as it hit the ground.

He had cried, knowing that his father would be disappointed and that he wouldn't be able to swim again until next summer.

Joseph had taken him out for ice cream.

"You know, there's a lot more to life than baseball," Joseph had said. "Take me, I wasn't meant for some crummy two-star town."

5. What is the main idea of the text?

- A. Philip wants to join the swim team but is forced to play baseball.
- B. Philip's "troublemaker" brother Joseph has run away.
- C. Philip's father is disappointed that he is not good at baseball.
- D. Philip catches a fly ball during a baseball game.

6. The author of the text first writes that Joseph has run away. Then the author goes back in time to the previous summer and writes about the day Philip broke his arm, and the conversation the two brothers had. Then the author returns to the day Joseph has run away from home.

Why might the author have included the part of the story about the day Philip broke his arm and the conversation the two brothers had?

- A. to show the reader that Philip does not want to disappoint his brother Joseph
- B. to make the plot more confusing by jumping between time periods
- C. to explain why Joseph's mother thought he was a troublemaker
- D. to show the reader how Philip may feel about Joseph running away

7. Choose the answer that best completes the sentence.

Philip asks his brother if he will say goodbye before he leaves town; _____ Joseph simply laughs and does not answer the question.

- A. however
- B. therefore
- C. for instance
- D. especially

8. When Joseph tells Philip he plans to leave town someday, what does Philip ask?

9. How does Joseph help his brother Philip? Give at least one example from the text to support your answer.

10. Is Joseph a good older brother to Philip? Support your argument with evidence from the text.

Name _____ Date _____

WORD CHOICE – EXERCISE 11:

To, Too, AND Two

Directions: Fill in the blanks with the appropriate choice—*to*, *too*, or *two*. Check your answers with the [interactive version](#) of the exercise.

1. After the marathon, Yolanda soaked her _____ sore feet in a bucket of warm water.
2. Jessica agreed to jalapeno slices on her burrito. She regretted this decision _____ hours later as she chewed antacid tablets to relieve her heartburn.
3. If you really want the answers to Dr. Hirta's calculus homework, bring a jelly donut _____ Kristine, the smartest student in the class.
4. The party next door—with its laughter, shouting, and music—was _____ loud, so Lisa banged on her neighbors' door to complain.
5. As we were walking _____ the library, we met Benjamin and Maria, who tempted us away from research with the promise of a hot cheese and pepperoni pizza.
6. The slice of pizza was still _____ hot to eat, but Benjamin couldn't resist, blistering his mouth with the first painful bite.
7. Tony should buy an aquarium full of goldfish. A puppy would be _____ rambunctious for his small apartment.
8. Svetlana has _____ book bags—one that she wears on her shoulders and one that she pulls on rollers—to accommodate all of the big, heavy textbooks for her science courses.

Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Name: _____ Date: _____

Making Inferences

Directions: In the play *The Emperor's New Clothes*, the author does not always tell you how characters feel or why they act as they do. Instead, you must use text clues to make inferences. Read each set of lines from the play. Think about the questions in small type on the sides. Then make an inference to answer each question in bold.

1. Think about these lines from Scene 1:

What do rubies and sapphires tell you about the Emperor's clothes? N2: The Emperor enters wearing a robe of blazing yellow velvet covered in rubies and sapphires.
N3: The nobles bow to him.
Emperor: How do I look?
All (clapping): Ooh . . . aah . . . ooh!
Noble 1: Simply divine, Sire!
Noble 2: Stunning!
Noble 3: Of the five royal outfits you've worn today, this is by far the . . . shiniest!

Why do you think the Emperor has changed his clothes five times?

Based on these lines, how does the Emperor feel about his clothing? What is most important to him?

2. Now think about what happens in Scene 2:

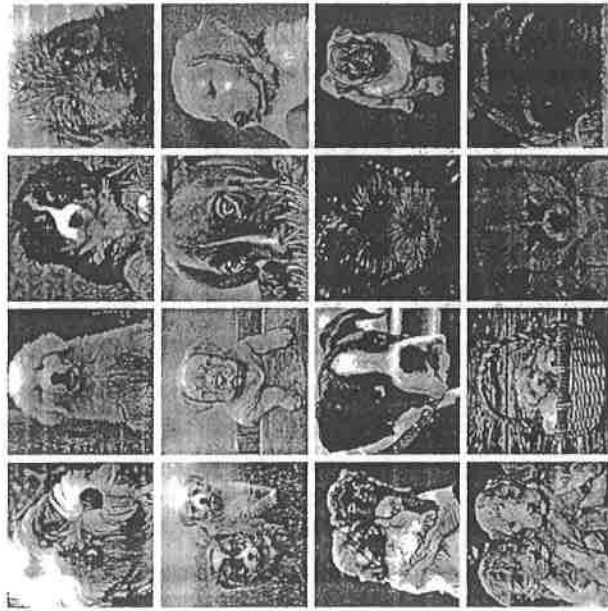
Why do the tailors stand tall as they approach the gate? N3: Off to the side, two people speak quietly.
Tailor 1: I hear he spends a fortune on his clothing.
Tailor 2: I'm told he spends more time getting dressed than he does ruling the kingdom.
Tailor 1: If he really is that obsessed with how he looks, we are sure to get rich!
N1: The two tailors stand tall and approach the palace gate.

Why do the tailors speak quietly?

Why do the tailors think they'll get rich?

Continued on next page >

The Wolf Within



We love dogs, all types of dogs: small dogs, big dogs, yappy dogs, lap dogs. Each year we spend billions of dollars on our canine pals, making sure our lovable mutts have enough to eat and lots of toys to play with.

For their part, dogs love us. They lick our faces, protect our homes, and come when we call them (sometimes).

But where did our favorite four-legged companions come from? How and when did dogs get to be our best friends? Some scientists believe they have found some of the answers.

From Wolf to Woof

Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to

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dog actually took place, however, remained a mystery.

Some said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves.

Now, researchers say, those theories are wrong. New studies suggest that *domesticated*, or tamed, dogs first appeared 15,000 years ago in eastern Asia. They also say that every modern dog, from the Taco Bell Chihuahua to Frank, the adorable pug in the movie *Men in Black II*, descended from approximately five female Asian wolves, the mothers of all modern dogs.

Old Bones

How did scientists come to those conclusions? Scientist Jennifer Leonard and a team of researchers began investigating the origins of dogs by collecting the bones of canines that once lived in North, Central, and South America before Christopher Columbus arrived in 1492.

Researchers then extracted a bit of DNA from the cells in those bones. DNA is the substance that makes up the genes of living things. Genes determine a dog's inherited characteristics, such as eye and fur color.

The scientists then compared the DNA samples to the DNA of modern dogs and wolves not only in North and South America, but also in Europe and Asia. Scientists found that the genes of the ancient American dogs were similar to the genes of dogs born in Europe and Asia. Scientists also concluded that every breed of dog, from English setters to Labrador retrievers, descended from wolves that lived in Europe and Asia and migrated to North and South America.

Land Bridge

Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America.

"We can't say in detail how [the dogs got to America]; that's something for the future," said Peter Savolainen, a scientist in Sweden. "But what's certain is that by 9,000 years ago, [dogs] were in America and all over Europe and Asia."

Good Friends

No one knows exactly how dogs became domesticated. Some researchers believe that they accomplished that task themselves over a number of generations by hanging around human campsites sniffing for scraps of food. Those that were not afraid of people ate well, survived, and multiplied.

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The Wolf Within • Comprehension Questions

4. Scientists have long known that dogs evolved from wolves. But no one knows exactly how dogs became domesticated.

Based on these sentences, what can you infer about wolves?

- A. Wolves are not domesticated.
- B. Wolves became extinct.
- C. Wolves come when people call them.
- D. Wolves were raised by scientists.

5. What is the main idea of this text?

- A. Christopher Columbus arrived in the Americas in 1492.
- B. Researchers say every modern dog, including American dogs, descended from Asian wolves.
- C. A land bridge once linked northern Asia and North America.
- D. Dogs are the most popular type of pet in the United States.

6. Read these sentences from the text.

"Scientists have long known that dogs evolved from wolves. Just when the transformation from wolf to dog actually took place, however, remained a mystery."

Based on these sentences, what does the word "evolve" most likely mean?

- A. to develop and change
- B. to die off completely
- C. to outlive
- D. to lame

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The Wolf Within • Comprehension Questions

7. Read this sentence from the text.

"Scientists suspect dogs first set paw in North America by following settlers across a land bridge that once linked northern Asia and North America."

What word or phrase could replace "once linked" without changing the meaning of the sentence?

- A. later linked
- B. always linked
- C. still links
- D. used to link

8. Scientists used to think dogs evolved in two different groups in which two parts of the world?

9. According to new studies by scientists, how do the genes of ancient American dogs compare to the genes of dogs born in Europe and Asia?

10. Read these sentences from the text.

Some [scientists] said dogs evolved as a separate species 135,000 years ago in two parts of the world. One group of dogs developed in Europe and Asia from Asian wolves. Another group evolved in North, Central, and South America from American wolves. Now, researchers say, those theories are wrong.

Explain how what scientists learned about the genes of ancient American dogs and the genes of dogs born in Europe and Asia affected their theories about how dogs evolved.

Support your answer with evidence from the text.

Name _____

Date _____

WORD CHOICE – EXERCISE 13: ITS AND IT'S

Directions: Fill in the blanks with the appropriate choice—*its* or *it's*. Check your answers with the interactive version of the exercise.

1. As strawberry ice cream dribbled down the cone and over his hand, Jerry complained, "_____ so hot out here that my tongue can't keep up!"
2. The frozen cappuccino sat forgotten on the table. _____ sweating cup formed a ring on the polished wood.
3. The cockroaches and ants are very happy since _____ been over a week since Tommy has washed dishes or taken out the trash.
4. _____ obvious that Professor Grayson hates us. She wouldn't keep assigning 150 pages of reading for every class if she *liked* us!
5. Just as Jackie was completing the last question on the essay test, her pen ran out of ink; _____ ball point dug into the paper but left no words.
6. When the realtor unlocked the door of the old house, Beverly and Bill gasped in disappointment, for _____ floor undulated with warped wood.
7. Francisco decided against a golden retriever puppy as _____ thick coat of long fur would be a vacuuming nightmare.
8. "_____ all over," announced the lone race official as Veronica crossed the finish line five hours after the winning runner.

Adapted Frayer Model

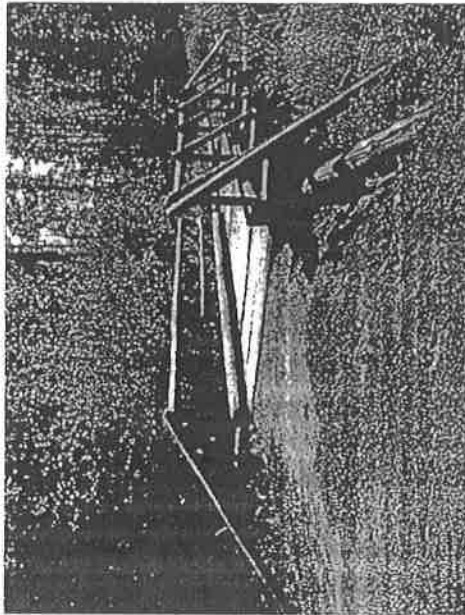
Definition	Picture	
Synonyms/Examples		Antonyms/Nonexamples
Sentence:		

Adapted Frayer Model

Definition	Picture	
Synonyms/Examples		Antonyms/Nonexamples
Sentence:		

Building a Bridge

by R. Howard



Summer vacation had just begun, and Alex and Maria were ready to spend all day outside. They decided to walk to the neighborhood park, where there was a river that they liked to swim in when it was particularly hot. Alex and Maria began to sweat as they walked, even though their house was only ten minutes away from the park's entrance.

When they got to the river, they saw that it was too shallow to swim in. The rocks that made up the bed of the river were even poking out of the water in some places, glistening in the sun. Alex and Maria were frustrated. On the other side of the river, about fifty yards away, and in a welcoming courtyard, there was a fountain spewing water in beautiful arcs.

"We should go play in the fountain," Maria said.

"How will we get there?" asked Alex.

They thought for a moment. They knew if they walked upriver, they would eventually come to a walkway that crossed the river, but it was so hot, and they were eager to get to the fountain.

Maria looked around the grassy riverbank and noticed a few logs and branches lying close to

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the water. "We could build a bridge!" she said. She ran over to a thick tree branch that looked long enough to be placed across the river. Together, she and Alex hefted the branch onto the shoulders and walked it to the water. Here, they stopped. How would they get the branch across?

Maria suggested throwing it down into the water and seeing if it reached the other side. That seemed impractical to Alex - what if the branch did not reach the other side of the river, and got stuck or swept away by the water? Then they would be unable to walk all the way across the river.

Maria wondered if they could measure the distance from the riverbank they stood on to the other shore. They put the log carefully down and decided to test the distance with lighter, thinner branches. They found a few wispy branches by the spot where they had first found the log, and they tied the branches together using their hair bands.

On their first attempt, they tied two branches together and went back to the river to test the length. The branches barely reached the center of the swirling water. After tying two more branches together to the initial branches, Alex and Maria were able to get the thin makeshift model bridge to touch the far bank.

"Hooray!" Maria said. "Now we know how long the log needs to be."

They set the tied branches on the ground next to the log. The log was luckily the exact length of the tied branches. Now Alex and Maria had to figure out how to make sure the log was secure on both sides of the bank before they walked across it to reach the other side of the river.

"I know!" Alex said. She began to gather thinner branches, like the ones they had tied together, which were pliable and easy to bend. She twisted them together into a tight bundle, then laid them horizontally across the edges of the log. Then she and Maria hauled some of the stones out of the river and placed them on the branches on either side of the log. In this way, they were able to stabilize the log-at least on one side-in order to run across.

When Alex and Maria got to the other side of the river, they secured the other side of the log with more branches and rocks, and looked back at their handiwork. It had been a good day's work, but now they were free to enjoy the cool water in the fountain.

FRAGMENTS – EXERCISE 1

Directions: Read each short passage that follows. Determine which part is the fragment. Check your answers with the **interactive version** of the exercise.

1. (A) Maria wasn't watching her plate of barbecue very carefully. (B) So Santana, the family beagle, snatched a chicken leg hanging over the edge. (C) As baked beans and potato salad slid onto Maria's new sandals.
2. (A) Ever since Andre peeked at Melissa's paper during the biology exam. (B) Guilt has consumed him. (C) Even the blueberries floating in his cereal bowl seem like the accusing eyes of Dr. Gregory, his microbiology instructor.
3. (A) James opened the door of his cluttered refrigerator. (B) Which caused a pint of blueberries to fall to the floor. (C) The fruit bounced and rolled everywhere in an explosion of indigo.
4. (A) Richie loves to walk his friends' dogs at Lake Eola Park. (B) For example, Kim's Labrador retriever, Murphy or Gary's bulldog Kembo. (C) Beautiful women, Richie has learned, gravitate toward guys with cute dogs.
5. (A) Head down, Lela stared at the textbook on her desk. (B) She understood the fragment practice that Mrs. Markham was going over in class. (C) But was too shy to raise her hand and volunteer an answer.
6. (A) Joshua found the pressure from the gas in his stomach unbearable. (B) Although he didn't want to be rude in the middle of geology class. (C) An explosive belch erupted from his mouth.

7. (A) Phillip left work early. (B) To memorize the vocabulary that his Spanish midterm would test the next day. (C) But all that he could think about was Beatrice, the cute new sales associate who worked in the camera department.
8. (A) Chewing the dry, tough, whole-grain bread bought from the health food store. (B) Lorena tried to enjoy her lunch. (C) Fantasizing about a juicy cheeseburger on a soft white bun didn't improve the taste of the soy product sandwiched between leaves of organic lettuce.
9. (A) My cat Fuzz loves to sleep in inconvenient places. (B) Lately she prefers the computer table. (C) Where her long hair sticks to the mouse pad, covers the keyboard, and clings to the screen of the monitor.
10. (A) Rocking and thrashing like a wild horse that cowboys had lassoed. (B) The washer complained about its overloaded tub. (C) At the other end of the Laundromat, Bobby quietly read an old magazine, pretending that it was not his machine.
11. (A) Day after day, thunderclouds rolled in during the early afternoon. (B) Making Madison's grass thrive from all of the water. (C) Her neighbors, however, prayed for a sunny afternoon so that Madison could finally mow the jungle that was the front yard.
12. (A) While cleaning under his bed, Glen heard the vacuum cleaner suck up something hard and metallic. (B) Glen wanted to know what the object was. (C) But had no intention of digging through a bag of dust, dead bugs, cat litter, and bathroom hair to find out.
13. (A) Farah woke Kirby, the family's ancient German shepherd. (B) To see if he had fallen asleep on the remote control. (C) The growl that Kirby rumbled in protest convinced Farah to use the channel buttons on the front of the television instead.



STORYWORKS

Whole-Issue Glossary

March/April 2020



"OUT OF THE BURNING DARKNESS"

inferno: a raging fire or place of intense heat
fossil fuel: a source of power formed from the fossils, or remains, of dead plants and animals from millions of years ago

Industrial Revolution: a major change in which machines become widely used. In the United States, this happened in the late 19th and early 20th centuries.

deposits: amounts of a substance that has built up in the ground over time

toxins: poisonous materials

soot: a black powder produced when something is burned

toiled: worked hard, often in unpleasant conditions

ventilation: a way of letting in fresh air

oxygen: a colorless gas in the air that plants and animals need to survive

testified: shared knowledge or told about an experience in court

"THERE WERE GIANTS"

eternity: a seemingly endless amount of time
gurney: a small bed with wheels for moving a person who is sick or injured; a stretcher

impression: a mark made by pressing into a surface

throttle: a device in a vehicle's engine that controls the flow of fuel to it and, in turn, the speed; *full throttle* means full speed

treacherous: very dangerous



STORYWORKS

Whole-Issue Glossary, p. 2

"THE SNAKE THAT'S EATING FLORIDA"

adapted: adjusted to, became used to

breeding: producing young animals

ecological: having to do with how living things interact with their environments

hatchlings: young animals that recently emerged from their eggs

implanted: inserted into a person's or an animal's body

infestation: an invasion of a large number of troublesome insects or other animals

species: a group of animals or plants that are similar

tropical: hot and humid, especially in areas close to Earth's equator

venomous: able to inject poison through a bite or sting

THE ELEPHANTS AND THE MICE

cinches: fastens tightly around someone or something

compassion: a feeling of wanting to help someone who is suffering or in trouble

emerge: come out into the open

megaphone: a cone-shaped device used to make your voice louder when you speak through it

ornate: covered with decorations

revenge: the act of doing something to hurt someone because that person did something that hurt you

vermin: small insects and animals (such as fleas or mice) that are sometimes harmful to plants or other animals and can be difficult to get rid of



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Continued on next page >



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STORYWORKS at Home

Join your child on a joyful learning adventure!

Dear Family,

In our class, we've been reading the March/April 2020 issue of *Storyworks*. Ask your child to tell you about a favorite article or story from it. Use the table of contents on page 2 as a guide.

Here are more activities you can do with the magazine at home to build your son's or daughter's reading and thinking skills:

- **Open to page 2-3 and read "Game Changer."**

In this article, you'll meet Christian, a boy with cystic fibrosis who's toward his goal of becoming a basketball star. After reading, share a goal that required you to overcome a challenge to achieve it. →

- **Take turns reading the parts in this issue's play, *The Elephants and the Mice*, on pages 20-24.** This delightful tale, based on an ancient Indian fable, provides a great starting point for discussing how to treat others. (You can even act it out if you're feeling dramatic!) →

- **This issue's Grammar Cop, "A World of Thanks," on page 28,** is about the different ways people around the globe express gratitude. Read each fact together. Then brainstorm with your child to list ways you can show thanks—and try one of them out on a deserving person! →

We hope you enjoy reading *Storyworks* as a family!

Sincerely,
Your child's teacher
and the editors of *Storyworks*



STORYWORKS en casa

¡Acompañe a su niño en la alegre aventura del aprendizaje!

Estimada familia:

En nuestra clase, hemos estado leyendo el ejemplar de marzo/abril 2020 de *Storyworks*. Pídale a su hijo o hija que le cuente sobre un artículo o historia favorita del ejemplar. Use la tabla de contenido en la página 2 como guía.

Estas son otras actividades que pueden hacer en casa con la revista para ayudar a desarrollar las capacidades de lectura y razonamiento de su hijo o hija:

- **Vaya a la página 2-3 y lea "Game Changer".**

En este artículo conocerás a Christian, un niño con fibrosis quística que aspira a convertirse en una estrella del baloncesto. Después de leer, conversen sobre una meta por la que tuvieron que superar un reto para lograrla.



- **Túrnense para leer en partes la obra de teatro de este ejemplar, *The Elephants and the Mice*, en las páginas 20-24.** Esta encantadora historia, basada en una antigua fábula india, ofrece un excelente punto de partida para discutir cómo tratar a los demás. (¡Hasta pueden actuarla si se sienten dramáticos!).



- **La sección *Grammar Cop's* de este ejemplar, "A World of Thanks", en la página 28,** trata sobre las diferentes formas en que las personas de todo el mundo expresan su gratitud. Lean cada dato juntos. Luego, piensen diferentes maneras en que se puede mostrar agradecimiento, ¡y practiquen una de ellas con una persona que se lo merezca!



¡Esperamos que disfrute leer *Storyworks* en familia!

Cordialmente,

El maestro de su niño y los editores de *Storyworks*

 SCHOLASTIC



Name: _____ Date: _____

Find the Evidence

Directions: Read each question below carefully. Some will ask you to select text evidence—or details in the story—to support a statement. Others will ask you to respond in your own words, supporting your ideas with text evidence.

1. Burmese pythons were once popular as pets. Circle the letter of the piece of text evidence that explains why they were popular:

- a. "They were cheap, just \$20-\$30 a snake."
- b. "Burmese pythons became popular as pets in the early 1990s."
- c. "The first Burmese pythons arrived in the U.S. innocently enough: as pets."
- d. "But then these adorable hatchlings grow. And grow. And grow and grow and grow."

2. In your own words, give one reason why many people who bought Burmese pythons as pets ended up regretting their purchases.

3. Circle the letter of the piece of text evidence that best explains why Burmese pythons thrived in the Everglades:

- a. "This kind of ecological disaster is what experts fear will soon happen in the Everglades."
- b. "An estimated 5,000 invasive species live in the United States, with more reported each year."
- c. "The climate is ideal for pythons. And no place in Florida is more perfect for them than the tropical Everglades."
- d. "The snakes' green and brown scales help them blend into the wetlands."

4. In your own words, explain how Hurricane Andrew may have brought the Burmese python to the Everglades.

Wild Goose

by Curtis Heath

He climbs the wind above
green clouds of pine
Honking to hail the
gathering migration.
And, arching toward the
south, pulls to align
His flight into the great
spearhead formation.

5

He'll find a bayou land of
hidden pools,
And bask amid lush fern
and water lily
Far from the frozen world
of earthbound fools
Who, shivering, maintain
that geese are silly.

10

15

Name: _____ Date: _____

1. Which direction is the goose flying in the poem?

- A. east
- B. south
- C. north
- D. west

2. What does the first verse of this poem describe?

- A. the weather around the goose's home
- B. the landscape of the goose's home
- C. the goose's movements in flight
- D. the goose's physical features

3. The people who "maintain that geese are silly" are suffering in cold weather.

Which word or phrase from the poem best supports this conclusion?

- A. "bayou"
- B. "earth-bound"
- C. "shivering"
- D. "fools"

4. How can the land where the goose is headed best be described?

- A. cool and dry with lots of tall trees
- B. warm and wet with lots of plant life
- C. hot and dry with little water
- D. very cold and frozen over

5. What is this poem mostly about?

- A. the science of how geese and other birds fly
- B. the frozen landscape of cold northern lands
- C. the migration of geese to places with warmer weather
- D. the reasons why people think geese are silly creatures

FRAGMENTS – EXERCISE 2

Directions: Read each short passage that follows. Determine which part is the fragment. Check your answers with the interactive version of the exercise.

- (A) While Cynthia dressed for her sister's wedding, Murphy, the golden retriever, ate the straps off the only shoes that matched Cynthia's pale blue dress. (B) Her replacement options were inappropriate. (C) Like rubber flip-flops, running shoes, fuzzy pink rabbit slippers, or brown leather pumps.
- (A) When Will stepped out of the shower, he panicked. (B) Realizing that all of his underwear was still in the washing machine. (C) Damp jockey shorts were not a good way to start his day.
- (A) Joey idolizes his older brother David. (B) Combing his hair in the style that David wears, drinking coffee black with five sugars, and giving teachers the same lame excuses for late homework. (C) As a consequence, everyone calls Joey "David" by mistake!
- (A) While thunder boomed in the distance, Margaret started off on her daily five-mile run. (B) Confident that she had plenty of time before the storm arrived. (C) Wet hair and clothes plastered to her body proved that she couldn't outpace Mother Nature.
- (A) Whenever Coach Moody sees behavior that she doesn't like—either on or off the court. (B) The members of the girls' basketball team pay during the next practice. (C) When Frankie was caught smooching her boyfriend Larry in the hallway, everyone had to run two extra miles that afternoon.

- (A) Making his anxious students relax would have required very little effort. (B) Like a smile when he walked into class or a "Good job" written at the bottom of an essay. (C) Professor Marshall refused to do more than scowl and read from his yellowed lecture notes.
- (A) Marcus has no consideration for the ecosystem rich with life in his backyard. (B) When he cuts the lawn, he slows for nothing. (C) As toads, lizards, and insects jump to the sanctuary of bushes to avoid the deadly mower blades.
- (A) Each morning, Darren adds guava juice, raw egg, protein powder, raisins, and sardines to a blender. (B) After mixing these ingredients on high for a few seconds, he has breakfast. (C) A drink that will give him plenty of energy and shiny hair.
- (A) Horrified, Sherri stared at her reflection in the mirror. (B) Hair sticking out in seventeen different directions, a spot of whipped cream on her chin, and a green pen mark across her nose. (C) Why hadn't her friends at the table mentioned her disarray?
- (A) Lying awake in the dark room, staring up at the shadows that danced across the ceiling. (B) Jason worried about the shuffling and thumps that he heard outside. (C) Raccoons—not hungry zombies with grabbing arms—were prowling behind the house.
- (A) Like amber honey, Helene's long hair dripped over her shoulders and spilled down her back. (B) Styling products, moreover, made the tresses as sticky as pancake syrup. (C) Catching pieces of thread, feathers, dust, and even an occasional insect that buzzed too close.
- (A) While eating the plate of sesame chicken, Maria was thankful for her skill with chopsticks. (B) Eating utensils that required only one hand to use. (C) For Maria's left hand was pinned to the booth by Hunter, her five-year-old son who lay sleeping after a long day of shopping at the mall.

Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Name: _____ Date: _____

Figuring Out Figurative Language

In the story "There Were Giants," author Roland Smith uses similes and metaphors to describe the characters and setting. Similes and metaphors both compare one thing to a different thing:

Similes use the words *as*, *as if*, or *like* to show how one thing is similar to another.

Example: Her face was as bright as the sun.

Metaphors say that one thing is another thing.

Example: My little brother is a whirling tornado.

Directions: Read each line from the story below. Check the box for either simile or metaphor to show which kind of comparison it uses. Then answer the questions that follow.

1. "I am an ice queen unjustly imprisoned on a snowy lake, with no idea as to what my crime was or why I am here." (p. 12)

This comparison is a: ☐ simile ☐ metaphor

What does this comparison tell you about how Marie feels about living in the cabin?

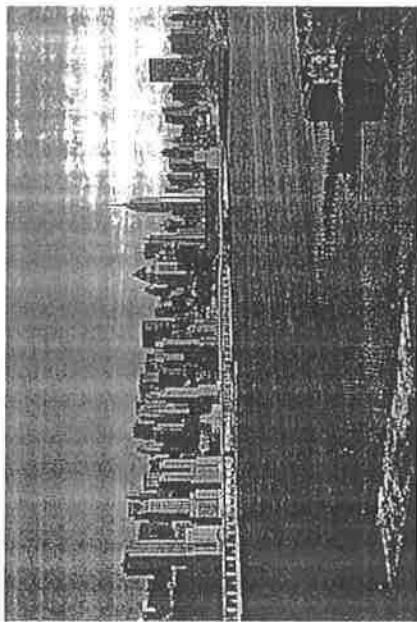
2. "The lake ice shifts and groans like a winter ghost haunting the powdered forest surrounding it." (p. 12)

This comparison is a: ☐ simile ☐ metaphor

What does this comparison tell you about the lake ice? Why do you think the author chose a ghost as a comparison?

The Mystery of the Whistling Building

by ReadWorks



In the fall of 2012, the government of New York City began receiving unusual complaints from the residents of a small strip of land in the borough of Staten Island. People who lived around a section of Father Capodanno Boulevard, in the South Beach neighborhood, claimed that, when the wind was up, they could hear a noise that sounded something like whistling. Where the sound came from was a big mystery. The noise had never been around before, but it had suddenly appeared and was often very loud. When the wind was blowing especially hard at night, some residents even had difficulty sleeping.

Residents had many descriptions for the noise, which was decidedly eerie. One resident told a local paper, *The Staten Island Advance*, that it sounded like "100,000 people with unlimited air in their lungs blowing through Coke bottles." Others said it was more like the sound a UFO makes in a movie when it lands. The noise was not consistent; it would get louder and softer depending on the wind. Sometimes, it would change pitch. Every so often, more than one note would play at the same time. To many residents, it sounded like a giant musical instrument. The sound could be heard more than a mile away.

The whistling, it turns out, was caused by a building. The Ocean Breeze Athletic Center, an indoor running track, was in the middle of construction when the noise first started. The construction crew had just finished assembling the giant metal skeleton that would form the building's frame. Because the building was next to the water, it got a lot of wind that blew off of the Atlantic Ocean. Some of this wind blew through parts of the building called "acoustic baffles"—devices designed, ironically, to reduce sound produced inside the center. However, when the baffles were exposed to wind, they made a whistling sound. This was the noise the locals were hearing.

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The Mystery of the Whistling Building

The athletic center was not the first building in New York to make a whistling noise. In the late 1980s, another building in the Midtown neighborhood of Manhattan also produced whistling noises. Whistling happens when a stream of air moves through a small hole. The kind of whistling sound produced depends on the size and shape of the hole. The skyscrapers in Midtown had architectural features on their exteriors which contained small holes that wind could pass through. This was how the noise was produced.

When they figured out what was wrong, the New York City government, which was responsible for building the athletic center, quickly apologized to the residents of South Beach, Staten Island, for the annoying noise. They had not expected that the building would produce a whistling sound, and promised the problem would be quickly fixed when the building was completed and the acoustic baffles were protected from the wind.

"We sincerely regret any annoyance the wind noise may be causing for residents of the area," the city told residents in a written statement. "We expect to complete the roof by mid-November and the exterior shell by early December."

However, this estimate was, unfortunately for the people who had heard the noise, not correct. A few weeks later, Hurricane Sandy hit New York City. Much of Staten Island was flooded. Construction crews that had been building other buildings before the storm were dispatched to help with the cleanup. The site of the arena was also briefly flooded during the storm. Both of these factors delayed construction of the arena by several months, leaving the poor residents of South Beach to put up with the noise for all that time.

One afternoon in December of 2012, a reporter went out to see the arena and listen to the noise. He brought with him a musical composer. The composer made modern music-music that often uses many different types of sounds, not just the instruments of a traditional orchestra. He brought a large recording device with him, which he set up 100 yards from the building. The wind was blowing, and the building was whistling loudly. For a long time, the reporter and the musical composer listened to the building. Finally, the composer reached over and turned off the recording device.

"That was beautiful," he said. "The building was like a giant organ."

As the reporter and the composer were walking back to their car, they noticed that a psychiatric hospital—a place where people with mental disorders can get treatment—was located just a few blocks from the building. The two of them got curious and walked over to the hospital. What would the people with mental disorders think of the noise? They walked into the building and asked the receptionist what the patients thought of the whistling.

"Some of them hate it, but some of them love it," she said. "There's one man who's been here six months. He was ill-tempered, angry at everyone, until that whistling started. Now he's pleasant as can be. I don't know what that is. It soothes him, I suppose."

As of August 2014, construction of the athletic center was nearing completion. The building stopped whistling. However, the sound it made had been preserved on several recordings. The musical composer was thinking of turning the whistling into a new song.

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Adapted Frayer Model

Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	

Adapted Frayer Model

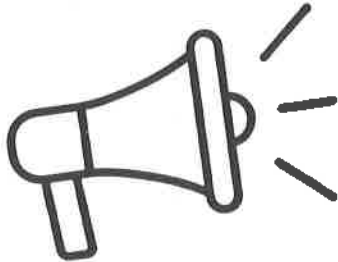
Definition	Picture
Synonyms/Examples	Antonyms/Nonexamples
Sentence:	



Name: _____ Date: _____

Picture That!

Directions: Each of the vocabulary words below appears in bold in the play *The Elephants and the Mice*. See if you can figure out their definitions from context clues. You might also refer to the Whole-Issue Glossary. Fill in the chart by writing the meaning of each word. Then draw a picture to help you remember it.

Word	Quote	Definition	Picture
1. megaphone (p. 22)	"She rolls up a large leaf to use as a megaphone."	a cone-shaped device used to make your voice louder when you speak through it	
2. revenge (p. 22)	"Let's get revenge."		
3. emerge (p. 23)	"They emerge from the forest to see a majestic city."		
4. ornate (p. 23)	"In the distance is an ornate building with a large dome."		

Pick Your Portion

by Meredith Matthews

How to right-size your meals

It's an ordinary morning. You wake up and help yourself to a bowl of cereal. But do you ever stop to think about exactly how much you're pouring into the bowl? And if you have pancakes instead, how many should you eat?

For many people, the amount of food they eat—their portion size—is decided by their eyes, their stomachs, or both. They might put as much food on their plates as they think they want, and then eat it simply because it's there. Or they might decide to put their forks down only once they begin to feel full. But neither of those is the healthiest way to figure out portion sizes.

Serving Size vs. Portion Size

So how do you know what the right portion size is? Nutrition information on the package is a good place to start. The label shows how much of each nutrient is in a given amount of food, explains Tandalayo Kidd. She's a nutrition expert at Kansas State University in Manhattan. But the serving size on the label is one thing. The amount a person thinks is a portion size might be somewhat different. In other words, the serving size listed on the package may not be the same amount you actually eat.

For example, a 3-ounce package of chips may actually contain three 1-ounce servings. So what happens if you wolf down the whole bag? You guessed it. You've actually eaten three servings of chips, not just one. The same goes for a lot of foods.

Without a nutrition label, it can be hard to tell exactly how much food is the right amount. When you have a slice of lasagna at your grandma's house or a dish of ice cream at a sundae party, how do you know whether you're eating a healthy portion size or going overboard? Nutrition experts have come up with ways to figure out portion size at a glance. Those guidelines won't give you the exact amount for every food, but they are a good estimate.

Portion Distortion

Portion sizes have been getting bigger through the years. Today's 20-ounce soft drink is roughly double the size of the bottle of cola your parents might have had when they were your age. Those types of changes make it easy to ignore the serving size on the label and instead treat the whole package as one serving. (Have you ever put the cap back on a 20-ounce drink to save the rest for the next day?)

Eating or drinking more than one serving at a time means you're getting more calories, according to Kidd. "Increased portion sizes encourage overconsumption," she says. Larger portion sizes affect the amount people think they should eat. Brothers Jason J. and Patrick J., of Connecticut, have noticed

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that restaurant portions are often a lot bigger than they need to be. Patrick, 11, had an enormous breakfast recently at a diner. It had large portions of pancakes, eggs, toast, and potatoes. "I ate it all, though," he said.

Jason, 9, knows what happens when you fall for that, though. "If you're real hungry, you would probably eat it all," he says. "Then it makes you feel stuffed." But most of the time, the boys agree, that extra food goes to waste.

Large portions are often the norm at fast food restaurants as well. So-called value-sized or supersized meals, which are usually just a few cents more than a regular-sized meal, sure are tempting. They make you think that you are getting more bang for your buck, says Kidd. People like to get the most food possible for the money they are spending. But if you opt for supersized foods and meals, you're also choosing more calories, fat, and carbohydrates. A healthier option is to take advantage of the "value" of a value meal. Order the larger size, but split it with a friend.

Sensible Choices

Whether you're getting takeout, grabbing a snack, or cooking at home, it helps to pay attention to portions. Aim for balance. "You don't always want to be eating big portions all the time, and you don't want to be eating just tiny little portions that give you no protein or nutrients," says Sabrina F., 15, of Missouri.

The solution? Right-size your portion sizes! Sabrina's favorite food is chili. But she makes sure not to pig out when it's on the menu. "I don't usually get too big of a portion," she says. "I don't want to get full before my brain is able to realize that I'm full." That takes about 20 minutes. Eating slowly can help your brain get the message before you've eaten way more than you should.

Knowing what's a healthy portion is helpful when it comes to all types of food, from breakfast to dessert and everything in between. Sabrina's classmate Rita W. knows that. "Serving sizes can make the difference between enjoying a little pie or gaining 5 pounds," Rita says.

A Healthy Portion Looks Like ...

Nutrition expert Tandalayo Kidd offers some serving size guidelines. Use the visual reminders to help you keep your portions in line.

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4. Read these sentences from the text.

"Large portions are often the norm at fast food restaurants as well. So-called value-sized or supersized meals, which are usually just a few cents more than a regular-sized meal, sure are tempting. They make you think that you are getting more bang for your buck, says Kidd. People like to get the most food possible for the money they are spending. But if you opt for supersized foods and meals, you're also choosing more calories, fat, and carbohydrates. A healthier option is to take advantage of the 'value' of a value meal. Order the larger size, but split it with a friend."

Based on this paragraph, what can you infer about consuming calories, fat, and carbohydrates?

- A. Consuming lots of calories and fat is healthy, but consuming lots of carbohydrates is unhealthy.
- B. Consuming lots of calories, fat, and carbohydrates has no effect on a person's health.
- C. Consuming lots of calories, fat, and carbohydrates is unhealthy.
- D. Consuming lots of calories, fat, and carbohydrates is healthy.

5. What is the main idea of this text?

- A. If you are eating food that comes in a package, you should look at the nutrition label to figure out what the right portion size is.
- B. Nutrition experts have come up with ways for people to figure out portion size when eating food without a nutrition label.
- C. People should pay attention to serving size as well as portion size to make sure they are eating a healthy amount of food.
- D. So-called value-sized or supersized meals contain more calories, fat, and carbohydrates than regular-sized meals do.

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6. Read these sentences from the text.

"Without a nutrition label, it can be hard to tell exactly how much food is the right amount. When you have a slice of lasagna at your grandma's house or a dish of ice cream at a sundae party, how do you know whether you're eating a healthy portion size or going overboard?"

What does the phrase "going overboard" mean here?

- A. trying too hard
- B. falling off the side of a ship
- C. eating a healthy amount
- D. eating too much

7. Read these sentences from the text.

"Whether you're getting takeout, grabbing a snack, or cooking at home, it helps to pay attention to portions. Aim for balance. 'You don't always want to be eating big portions all the time, and you don't want to be eating just tiny little portions that give you no protein or nutrients,' says Sabrina F., 15, of Missouri.

The solution? Right-size your portion sizes!"

How could the last two sentences best be combined?

- A. The solution is right-size your portion sizes?
- B. The solution being to right-size your portion sizes.
- C. The solution was to right-size your portion sizes.
- D. The solution is to right-size your portion sizes.

8. What have Jason and Patrick noticed about portions of food at restaurants?



Name: _____ Date: _____

Capitalization Scavenger Hunt

Directions: Review the rules for using capital letters. Then complete the scavenger hunt below!

Rules for Capitalization*

1. Capitalize the names of countries, continents, languages, and nationalities.

Example: "So they imported 73 Indian mongooses from Jamaica, hoping the weasel-like animals would eat the rats." (p. 18)

2. Capitalize the first word inside quotation marks when telling someone's words.

Example: "I get tired a lot faster than everyone else," he says. "That just means I have to work a lot harder." (p. 2)

* **Note:** These are just two of the many rules for capitalization. As you do this activity, you'll see capital letters with other purposes too. They have many jobs!

1. Go to page 7 in the article "Out of the Burning Darkness." Circle the names of all the countries, continents, languages, or nationalities. Choose two sentences that contain those names. Write them here.

a. _____

 b. _____

2. Go to page 12 in the story "There Were Giants." Underline all the sentences that contain quotation marks around words a character says. Select two of the sentences and write them here.

a. _____

 b. _____

Debate Quiz

Directions: Read the debate "Should We Get Rid of Daylight Saving Time?" in the March/April 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. According to the article, how many countries observe daylight saving time?

- (A) 40 (C) 60
(B) 50 (D) 70

2. In the sentence "That might sound like a bright idea," bright means ____.

- (A) cheerful (C) smart
(B) shiny (D) unclouded

3. Based on the article, we don't know whether . . .

- (A) DST saves electricity.
(B) memory improves with DST.
(C) DST provides more evening light.
(D) kids get more exercise during DST.

4. According to the article, spending time outside can do each of the following EXCEPT . . .

- (A) lower stress. (C) increase tiredness.
(B) improve memory. (D) increase energy.

5. Which line from the article supports the argument to get rid of DST?

- (A) "With an extra hour of sunlight each evening . . . Americans wouldn't use as much electricity to light their homes."
(B) "During the first few days after the time switch, more adults suffer heart attacks and injuries at work."
(C) "There's also less crime, because our streets stay lighter later."
(D) "Sunshine provides vitamin D, which boosts our mood and supports healthy bones."

6. A main idea of "Should We Get Rid of Daylight Saving Time?" is that . . .

- (A) DST has existed since 1966.
(B) many Americans want to get rid of DST.
(C) DST can be dangerous for drivers.
(D) many lives are saved with DST.

Constructed Response

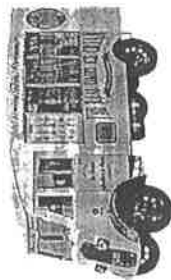
Directions: On a separate piece of paper, write your answer to each question in a well-organized response. Make sure you support your answers with information and details from the debate.

7. Do you think DST improves or worsens your sleep? Use evidence from the article and your own experience in your answer.

8. In your opinion, what's the best argument for keeping DST? Explain.

The Great Ice Cream Heist

by ReadWorks



The idea first came to Jim while he was sitting in the car, waiting for a red light to turn green. At least that's what he told me. You could never quite trust Jim's stories. There was usually a backbone of truth, but Jim liked to flesh out his tales with embellishments. Of course, he believed his own exaggerations. That was what made him such a good liar.

Anyways, the way Jim told it to me, the idea first came to him when he was sitting at a red light, at the corner of Smith and Bergen Streets, to be precise. Smith Street is in a pretty part of Brooklyn, full of bars and restaurants, quiet during the days and busy at nights. The side streets are residential and tranquil, with the kind of trees that you don't expect to see in New York City. The people who live on these side streets tend to be affluent, men who buy flat-screen televisions and women who own expensive jewelry.

Jim and I had talked about this neighborhood before. When you make a living robbing people's homes, you tend to talk about neighborhoods the way other people talk about their dates. We talked about which neighborhoods were desirable but hard to get, and which ones were easier marks, but without many valuables for the taking. Smith Street fell into the first category of neighborhood—there were a lot of things we would have liked to steal, but it was hard. The neighbors watched out for one another. The streets were narrow. Your getaway would be slow.

But Jim noticed something that day as he sat at the red light. He saw an ice cream truck, coming down this street, and no one looking up at all. It was the middle of the day and all of the children were at school. The few people walking on the street didn't even seem to see the ice cream truck; it was just part of the scenery.

That's how I came to be sitting in the front of an ice cream truck waiting for Jim so that we could go pull our first heist. Of course, it didn't all happen that quickly. It was surprisingly hard to find an ice cream truck; you can't just go to your nearest car dealership or Hertz rental. Finally, we found an ice cream truck pro who wanted to retire. He looked at us a little suspiciously when we offered to pay cash for the truck. Maybe we don't look like your typical ice cream salesmen. But Jim turned on the charm, and soon the man's suspicions melted away.

That's Jim's role in our partnership: he has the golden touch that can smooth away people's worries. Me, I take care of the logistics. I think through our plan over and over, imagining every possible scenario. I plan at least ten different escape routes. I stake out the neighborhood in advance and observe the patterns of movement. I mark the nearest police stations on a map. It's also my job to

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figure out which houses are empty. We like to rob empty houses because Jim and I agree on one thing—nobody gets hurt. We may be thieves, but we aren't cold-blooded killers.

Finally, Jim came out of his house and jumped in the truck. "You ready?" he asked. I nodded. We cruised up the streets, taking our time. You'd be amazed how many criminals get caught because of a speeding ticket. We weren't going to make that mistake.

Finally, we arrived at our target street. It was mid-morning so all of the children were at school and their parents had departed for work. The street was quiet except for the chirping of birds and the sound of cars passing on neighboring streets. Jim hopped out and casually walked up to a door. He rang the doorbell and waited for a response. When there wasn't any reply after a few minutes, he reached into his pocket. Just a flash of his hands at the lock, and suddenly, he was in. Ten minutes later he came out, carrying a bulging sack. He loaded it into the back of the truck and climbed into the front seat.

"I just got the jewelry and the laptops on that one," he said. "No need to bother with the big electronics in this neighborhood."

We went like that, house by house, down three streets. By 1 p.m. I was feeling like it was time to stop. I had that itchy feeling that tells me when we're pushing our luck. I was feeling pretty proud of Jim's latest scheme, though. He was right, ice cream trucks were practically invisible in this neighborhood. No one had given us a second glance. Or so we thought.

I pulled up to the end of the street and turned on my right blinker to take us home. Just then, I noticed that a police car had pulled up behind me. That's okay, it could be a coincidence. Then the sirens turned on.

The officer came up to our window and said, "I'm going to need to see inside the back of that truck." Well, at that point the game was over. As he led us away in handcuffs, I asked, "But how did you know?"

"We got a call," the officer said. "From the ice cream truck that normally drives these streets. You're on his turf, and he thought it was strange."

Of course. We had forgotten the only person for whom an ice cream truck is never invisible: the competition.