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Think About It!

Close-Reading Questions: After reading "Out of the Burning Darkness," go back and reread sections to answer the questions below.

1. In the first section of the article, who do you meet? What is his job? What disaster does he encounter?

2. In the section "Bright and Brisk," what details does Lewis use to describe the journey into the mine and the mine itself? Why do you think she includes them?

3. How do the picture and caption at the top of page 7 add to your understanding of the article?

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4. According to the section "Difficult and Dangerous," what laws existed about children working? Why would parents let their kids work in dangerous mines?

5. According to "Scorching Heat," what caused the fire to break out in Cherry Mine? Why was this fire particularly difficult to put out?

6. Why did the mine company leaders decide to seal off the air shaft? Why did many people believe that this was a cruel act?

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7. What is the main idea of "New Laws"?

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Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole article.

8. The Cherry Mine disaster was a terrible tragedy. Did anything good come from it? Explain.

9. How does this story show an example of humans being greedy? How does it show humans being generous and brave?



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Exploring Text Features

Do this with our Text Features Slideshow on Storyworks Digital!

Directions: Answer the questions below to help you explore the photos, captions, and other text features in the nonfiction article "Out of the Burning Darkness."

1. Study the headline, subhead, and image on pages 4-5. How do these text features help get you interested in the article?

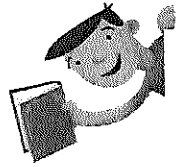
2. How does the "What Is Coal?" box on page 6 help you understand the rest of the article?

3. Review the section headings on page 7. What do they suggest about the conditions coal miners faced in the early 1900s?

4. Look at the image and caption on page 8. What was the purpose of bringing canaries into coal mines? What else does this caption explain?

5. Look at the image and caption on page 9. Based on this information, how is coal mining different today than it was when Albert was a miner?

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Storyworks S-T-R-E-T-C-H Review the sidebar "Children of the Coal Mines" on pages 6-8. Which mining job would you like to do least, and why?



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Writing a Summary

A summary is a short retelling of the most important parts of a story. It should include the information that someone would need to know to understand the story, without minor details or your own opinion.

Directions: Complete the summary below, using the prompts in the margins to help you.

Summary of "Out of the Burning Darkness"

"Out of the Burning Darkness" is about _____

2. What did Albert do for work? Why?

It tells the story of 14-year-old Albert Buckle, who _____

Coal mining was a difficult and dangerous job because _____

4. What was coal used for?

Yet coal was mined because _____

On November 13, 1909, _____

6. What decisions led to more deaths in the fire?

The disaster was made worse by _____

The Cherry Mine fire resulted in _____

1. Begin with a topic sentence that tells what the article is mainly about.

3. What dangers did Albert and other miners face?

5. What happened in the Cherry Mine on this date?

7. What were the negative and positive outcomes of the Cherry Mine disaster?



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Quick, Tell Me What Happened!

Your friend Knox was absent from school and didn't get to read "Out of the Burning Darkness" in *Storyworks*. You call him to tell him about it, but he has only one minute before he must rush off to eat dinner. Quick, give him a short summary!

Directions: Follow the prompts below to write a one-paragraph summary. Remember, a summary is a brief retelling of the most important parts of the story, without minor details or your own opinion.

1. Decide what the article is mainly about. Think about:

- a. What do the headline and subhead on pages 4-5 suggest the article is about? _____

- b. Who appears in the picture on pages 4-5? _____
- c. What problems does the article tell you about? _____

- d. Use what you wrote to write a topic sentence for your summary:

2. Decide what the most important information in the article is. Go through each section and jot down notes about what you think is necessary to know to explain what you wrote in your topic sentence. Your notes don't have to be complete sentences. We've given you some examples (and crossed out what does not belong).

Opening Section

It was November 13, 1909, at the Cherry Mine
one of the most devastating coal mine fires in American history
~~people starting to panic~~

"Bright and Brisk"

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"Transforming America"

"Difficult and Dangerous"

"Lonely and Boring"

"Scorching Heat"

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Finding the Theme

Directions: The theme of a story is the big, important idea you take away from reading it. Answer each of the questions in the chart below about "There Were Giants." Then respond to the questions that follow.

	At first	By the end
<p>1. How does Marie feel about the legend of how the lakes were formed?</p>		
<p>2. What does Marie think about needing to take care of Gramps?</p>		
<p>3. How does Marie feel about crossing the lake ice?</p>		

4. Why do you think it is important to the story that the snowshoes Marie uses to get help for Gramps belonged to her great-great-grandfather?

5. Write one sentence that states a theme, or big idea, of the story.



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Understanding Setting

Directions: Setting is the time period and place in which a story happens. By describing the setting, an author can help you imagine living in that world. Answer the questions below to help you understand the setting in "There Were Giants."

1. Where does the story take place? How does Marie feel about the setting at the beginning of the story?

2. What time of year does the story take place? How does the weather at that time of year affect the story?

3. What details of the setting show that the story takes place in modern times? What details make Marie and Gramps live as if they are in the past?

4. How old is the cabin in the story? Who built it? How are these facts about the cabin important to the story?

"There Were Giants" Quiz

Directions: Read the story "There Were Giants" in the March/April 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. At the beginning, when Gramps tells the legend of the giant, you can infer that Marie sighs because she's _____.

- (A) confused
- (B) worried
- (C) annoyed
- (D) shivering

2. Which of the following supports the answer to question 1?

- (A) "I don't think Gramps needs taking care of."
- (B) "As always, the room is freezing cold."
- (C) "He isn't moving. I shake him, I call his name, I feel for a pulse."
- (D) "Not the legend again. I'm too old for this."

3. In the legend, the giant "put his hand out to catch himself and left a deep impression in the soft limestone." In this sentence, *impression* means _____.

- (A) feeling
- (B) hole
- (C) imitation
- (D) reflection

4. Why does Marie compare herself to an ice queen?

- (A) The ice queen is her favorite character in the legend of the giant.
- (B) She's unhappy about spending winter in the cabin.
- (C) She's joking with Gramps about how cold the winter is.
- (D) She once fell through the ice on the lake.

5. The author probably includes details about Marie's school bus ride to show . . .

- (A) how important education is to Marie's family.
- (B) why Marie doesn't like the other kids who live on the lakes.
- (C) which lake is closest to the school.
- (D) how far off and alone the cabin is.

6. What is different about the morning Marie finds Gramps in the snow?

- (A) The sunlight is bright.
- (B) Marie's bedroom is cold.
- (C) Gramps's bedroom door is open.
- (D) The fireplace has no fire.

7. When Marie thinks "I might as well be climbing a mountain," she's thinking about how hard it is to . . .

- (A) walk through the knee-deep snow.
- (B) snowshoe across the lake.
- (C) get Gramps up the stairs to the cabin.
- (D) reach the Bensons' house in time to help Gramps.

8. Henry Benson tells Marie that she kept Gramps alive by . . .

- (A) holding his hand.
- (B) telling him the legend of the giant.
- (C) keeping him warm.
- (D) calling 911.

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 story.

9. Describe the setting. How does it contribute to the story? Explain your answer using details from the text.

10. Why does Marie decide to cross the lake to get to the Bensons'? Do you think this is a good decision? Why or why not?



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Think About It!

Close-Reading Questions: After reading the articles "The Snake That's Eating Florida" and "Tracking Pythons," go back and reread sections to answer the questions below.

1. What is the tone, or feeling, of the first paragraph of the article? How does this compare with the rest of the section? Why do you think the author chose to start the article in this way?

2. Why did Burmese pythons become popular pets in America? How did they become a problem?

3. Why does the author say that the Florida Everglades are a perfect environment for Burmese pythons? Use information from "The Arrival" and "Invasive Species" to support your answer.



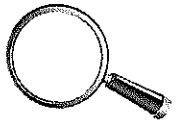
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4. Look at the "Invaders" sidebar. What problems do these invasive species cause? Why is the sidebar included?

5. What does the part about Indian mongooses in "Invasive Species" show? Why is this part included?

6. The title of the final section is "What Can Be Done?" How does the author answer this question?



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7. Compare the point of view in each of the two articles. How are they different? How are the ways they describe the pythons different?

8. In "Tracking Pythons," what are the scientists doing? How is this helping solve Florida's python crisis?



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Critical-Thinking Questions: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of both articles.

9. In the article "Tracking Pythons," expert Ian Bartoszek says that the python problem was caused by people. Using details from the articles, explain why he says this.

10. The second article follows a team of snake scientists. Would you like to help with this project if you had the chance? Answer using details from the articles.



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Think About It!

Close-Reading Questions: After reading *The Elephants and the Mice*, go back and reread scenes to answer the questions below.

1. At the beginning of Scene 1, what is life like in the mouse village? How does this change by the end of the scene?

2. In Scene 2, why does Uma succeed in getting the elephants' attention while Mohan does not? What does this tell you about each of them?

3. Reread Scene 3. What problem are the mice facing? How is Uma's suggestion for solving the problem different from Mohan's?



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4. Based on Scene 5, what is *compassion*? How does Uma convince King Rama to show compassion to the mice?

5. Why does the king laugh at the idea of mice helping elephants?

6. What happens to King Rama and other elephants in Scene 6? Why do you think Kumar goes to the mouse village for help?



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7. What character traits does Kumar show in Scenes 7 and 8? How has he changed since the beginning of the play?

8. At the end of Scene 8, Rama says that "compassion may be rewarded in unexpected ways." Explain how he learned this lesson, using details from the play.



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Critical-Thinking Question: After answering the close-reading questions, answer the critical-thinking questions below, thinking about the meaning of the whole play.

9. In Scene 7, Uma says, "Just like the sun melts ice, kindness makes bad feelings soften and slip away." How do Uma's actions in the play show this? How do Mohan's actions show the opposite?

10. What do you think the elephants learn from Uma? How do you think this lesson could be applied in your life?

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A Plot's Ups and Downs

Directions: The action of a story is called the plot. Many plots start with a problem or issue. The issue gets more complicated until it reaches a climax, or turning point—usually the most dramatic part of the story. The result of the climax follows, then the conclusion. Fill in each block in the pyramid below to identify the plot parts of *The Elephants and the Mice*. Use the prompts to help you.

