



Name: _____ Date: _____

Words to Know

Directions: As you come across words in bold in "The Children Who Escaped the Nazis," ask yourself if you know them or if you can figure them out from context. Check their meanings here. Then complete the activity on the following page.

1. **agonizing:** "Now, parents like Lore's faced an **agonizing** decision: send their children to live with total strangers in a far-off country, or keep their families together and try to survive Hitler's terror." (p. 7)
Meaning: causing great pain or suffering
2. **feat:** "Today, the Kindertransport is remembered as a remarkable **feat**." (p. 9)
Meaning: a big achievement that requires a lot of strength, skill, or courage
3. **humiliating:** "At the time, Germany was still suffering from a **humiliating** defeat in World War I, which had ended in 1918." (p. 6)
Meaning: making someone feel very embarrassed or ashamed
4. **intolerance:** "For this reason, many Germans viewed them with **intolerance** and suspicion." (p. 8)
Meaning: the refusal to accept views, beliefs, or behaviors that are different from your own
5. **marks:** "The rules were strict: Lore was allowed one suitcase, one small bag, and 10 **marks**—about \$70 today." (p. 7)
Meaning: the name for the money used in Germany until 2002
6. **minority:** "Jewish people had always been a small **minority** in Germany and other countries in Europe." (p. 6)
Meaning: a number that is less than half of the total
7. **occupied:** "Few Jewish people in Nazi-**occupied** countries survived." (p. 9)
Meaning: having been taken over and settled by a foreign army
8. **prejudice:** "Prejudice against Jewish people, known as antisemitism, had been a problem in Germany and all of Europe for centuries." (p. 6)
Meaning: dislike of a person or group because of their race, religion, or other factor

Continued on next page >



Name: _____ Date: _____

Words to Know, p. 2

9. refugees: "Yet few countries were willing to open their doors to **refugees** trying to escape Hitler."
(p. 7)

Meaning: people forced to leave their homes because of war, hunger, natural disasters, or other dangers

10. synagogues: "Jewish homes, schools, and **synagogues** were burned to the ground." (p. 6)

Meaning: special buildings where Jews meet to worship and learn about their religion

Directions: Choose the word or phrase that is most similar in meaning to each word in bold.

1. minority

- Ⓐ less than half Ⓑ more than half

2. humiliating

- Ⓐ comforting Ⓑ embarrassing

3. feat

- Ⓐ disappointment Ⓑ achievement

4. prejudice

- Ⓐ discrimination Ⓑ acceptance

Directions: For each statement below, fill in the circle to show whether you think it's true or false. Briefly explain your choice.

5. Watching a hilarious movie would be **agonizing**.

- Ⓐ true Ⓑ false

Reason: _____

6. A **refugee** is someone who has never left his or her hometown.

- Ⓐ true Ⓑ false

Reason: _____

Continued on next page >



Name: _____ Date: _____

Words to Know, p. 3

Directions: Rewrite each sentence below using one of the words in the box.

synagogue	occupied	intolerance	marks
-----------	----------	-------------	-------

7. My friend Jared is a coin collector, so I showed him the old German money my grandfather gave me.

8. Sarah looked forward to Friday night, when her family went to worship at the special building where Jews meet and pray.

9. The news reporter stated that the foreign army took control and settled in the town.

10. The neighbors' refusal to accept different opinions made Jessica's family feel unwelcome in the neighborhood.

Name: _____ Date: _____

Fighting Hatred

Directions: Watch the video "Beyond the Story: Fighting Hatred." Then answer the questions below.

1. In the second section of the video (0:26 to 1:02), author Lauren Tarshis says that the Holocaust was "one of the most horrifying and evil times in our history." How do the narration, visuals, and music in this section support her statement?

2. Who was Adolf Hitler? How did his lies about Jewish people affect many Germans?

3. What can you infer about the people whose portraits appear on-screen beginning at 4:16? Why might the creators of the video have chosen to include these portraits?

4. According to Lauren Tarshis, why is it important to learn about the Holocaust? Explain using evidence from the video.

Name: _____ Date: _____

Fighting Hatred, p. 2

Directions: Now read the article "The Children Who Escaped the Nazis." Answer the questions below based on both the video and the article.

- 5.** What are some details about Germany in the 1930s that you learn in both the video and the article?

- 6.** If you lived in England and Lore was your classmate, what might you do to make her feel welcome?

- 7.** Based on the article and the video, what is one thing you could do in your own life to help fight hatred and make the world more welcoming for everyone?



Name: _____ Date: _____

Think About It!

Close-Reading Questions: After reading "The Children Who Escaped the Nazis," go back and reread sections to answer the questions below.

1. In the first section, on page 5, what do you learn about why Lore Sulzbacher needed to leave Germany? Where did she go?

2. What details do the authors include to help you understand how Lore felt?

3. Reread "A Storm of Hatred." What is antisemitism? How did it become worse in the 1930s in Germany?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 2

4. What happened on the night of November 9, 1938? How was it a turning point?

5. Reread "The Children." Who was involved in making the Kindertransport happen? What do you think motivated them to help?

6. What can you infer about why Lore's parents, and other Jewish adults, couldn't leave Germany?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 3

- 7.** What helped Lore feel accepted in her new home in England? What was difficult for her?

- 8.** Based on the last section, what do you learn about Lore's life after the war?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 4

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

9. The authors say "the Kindertransport is remembered as a remarkable feat." In what ways do you think it was remarkable?

10. How does this article warn us about the dangers of prejudice and hatred?



Name: _____ Date: _____

Think About It!

Directions: After reading "The Children Who Escaped the Nazis," go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions

1. In the first section, on page 5, what do you learn about why Lore Sulzbacher needed to leave Germany?
2. What details do the authors include to help you understand how Lore felt?
3. Reread "A Storm of Hatred." What is antisemitism? How did it become worse in the 1930s in Germany?
4. What happened on the night of November 9, 1938? How was it a turning point?
5. Reread "The Children." Who was involved in making the Kindertransport happen? What do you think motivated them to help?
6. What can you infer about why Lore's parents, and other Jewish adults, couldn't leave Germany?
7. What helped Lore feel accepted in her new home in England? What was difficult for her?
8. Based on the last section, what do you learn about Lore's life after the war?

Critical-Thinking Questions

9. The authors say "the Kindertransport is remembered as a remarkable feat." In what ways do you think it was remarkable?
10. How does this article warn us about the dangers of prejudice and hatred?

Name: _____ Date: _____

Think About It!

Close-Reading Questions: Read "The Children Who Escaped the Nazis." Then go back and reread sections of the article to answer the questions below. We've started the first one for you.

1. Reread the first section on page 5. How do you think Lore is feeling? What makes you think that?

In the first section of the article, Lore is probably feeling

2. What is antisemitism? What events made antisemitism grow in the 1930s in Germany?

Name: _____ Date: _____

Think About It!, p. 2

- 3.** Using examples from the article, explain what unfair treatment Jewish people faced in Germany in the early 1930s.

- 4.** What was the Kindertransport? What led to its creation?

Name: _____ Date: _____

Think About It!, p. 3

5. What helped Lore feel accepted in her new home in England? What was difficult for her?

6. In the last section of the article, what do you learn about Lore's life after the war?

Critical-Thinking Question (a big question about the article):

7. The authors describe the Kindertransport as "remarkable." In what ways do you think it was remarkable? (*Continue on the back of this page if you need more space.*)

Name: _____ Date: _____

Sequence of Events

Directions: After reading "The Children Who Escaped the Nazis," fill in the timeline below to map out the text structure, which is a sequence of events. In the article, find each year listed here and use the prompts in the margin on the right to help you.

1918		
1933 (and the early 1930s)		...What happened in 1933 in Germany? What did Jews living there experience in the early 1930s?
1938		...What terrible event happened on November 9th? What began as a result?
1939		
1941		...Who joined the war?
1943		...What did Lore do during the war?
1945		
After the war		...What did Lore do after the war?

Continued on next page >

Name: _____ Date: _____

Sequence of Events, p. 2

Directions: Although sequence of events is the main text structure for this article, it includes examples of other text structures too. Answer the questions below about the other text structures you can find.

1. Find one example of cause and effect in the article. Describe it below.

2. Find one example of problem and solution in the article. Describe it below.

3. Find one example of compare and contrast in the article. Describe it below.

4. Find one example of description in the article. Describe it below.

Name: _____ Date: _____

Main Idea and Supporting Details

Directions: After reading "The Children Who Escaped the Nazis," complete the activity below. Read the two main ideas of the article. Then write three more details that support each one. We've provided some clues to help you.

Main Idea 1:

The Nazis spread hatred and prejudice against Jewish people, which led to horrible tragedies.

➔ **Detail 1:** Hitler blamed Jewish people for all the problems Germany faced after being defeated in World War I.

➔ **Detail 2:** _____

(Hint: What laws did the Nazis pass? How did they hurt Jewish people?)

➔ **Detail 3:** _____

(Hint: What happened on the night of November 9, 1938?)

➔ **Detail 4:** _____

(Hint: What happened to millions of Jewish people in the Holocaust?)

Name: _____ Date: _____

Main Idea and Supporting Details, p. 2

Main Idea 2:

Lore and other Jewish children were rescued by Britain's incredible effort to move kids out of Germany.

➔ **Detail 1:** Britain was one of the few countries to accept Jewish refugees after the horrors of Kristallnacht.

➔ **Detail 2:** _____

 (Hint: How many children arrived in England from Germany every week?)

➔ **Detail 3:** _____

 (Hint: How many Jewish children did England save?)

➔ **Detail 4:** _____

 (Hint: How do we think about the Kindertransport today?)

Name: _____ Date: _____

Main Idea and Supporting Details

Directions: After reading "The Children Who Escaped the Nazis," complete the activity below by writing in the missing main idea and details. We've provided some clues to help you.

Main Idea 1:

The Nazis spread hatred and prejudice against Jewish people, which led to
horrible tragedies.

➔ **Detail 1:** Hitler blamed Jewish people for all the problems Germany faced
after being defeated in World War I.

➔ **Detail 2:** _____

(Hint: What laws did the Nazis pass? How did they hurt Jewish people?)

➔ **Detail 3:** _____

➔ **Detail 4:** _____

Name: _____ Date: _____

Main Idea and Supporting Details, p. 2

Main Idea 2:

(Hint: How did the Kindertransport affect Lore and other Jewish children?)

➔ **Detail 1:** Britain was one of the few countries to accept Jewish refugees after the horrors of Kristallnacht.

➔ **Detail 2:** In the late 1930s, almost 300 Jewish children per week were arriving in England from Germany.

➔ **Detail 3:** _____

➔ **Detail 4:** _____

Name: _____ Date: _____

Making Inferences

An inference is something you can figure out from clues in a story, even though the story doesn't say it directly.

Directions: The chart below lists clues from "The Children Who Escaped the Nazis" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the articles.

Clues	Inferences
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In the 1930s, Germany was not a safe or welcoming place for Jewish people.</p>
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "She wasn't used to English stews and meat pies. Even as her English improved, school was difficult, and she struggled to communicate with her classmates." • "And most of all, Lore missed her parents." • "Despite these kindnesses, Lore was lonely and homesick." • "Through the difficult years of the war, Lore tried to make the best of life in England." • "For the first time, she felt like she truly belonged." 	<p>What can you infer about how Lore's feelings about living in England changed over time?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Continued on next page >

Name: _____ Date: _____

Making Inferences, p. 2

Clues	Inferences
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Life was very difficult, violent, and scary for Lore's parents and the other Jews still living in Germany after Lore left.</p>
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "Through the difficult years of the war, Lore tried to make the best of life in England." • "After all, this is what her parents had wanted for her: to live her life, to thrive." • "Despite everything that she lost, Lore always looked back on her life with a sense of gratitude." 	<p>What can you infer about what kind of person Lore is?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Name: _____ Date: _____

Making Inferences

An *inference* is something you can figure out from clues in a story, even though the story doesn't say it directly.

Directions: The chart below lists clues from "The Children Who Escaped the Nazis" on the left and inferences you can make from them on the right. Fill in the blanks on the chart with clues or inferences from the articles.

Clues	Inferences
<p>Write two lines from the article that support the inference on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>In the 1930s, Germany was not a safe or welcoming place for Jewish people.</p>
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "She wasn't used to English stews and meat pies. Even as her English improved, school was difficult, and she struggled to communicate with her classmates." • "And most of all, Lore missed her parents." • "Despite these kindnesses, Lore was lonely and homesick." • "Through the difficult years of the war, Lore tried to make the best of life in England." • "For the first time, she felt like she truly belonged." 	<p>What can you infer about how Lore's feelings about living in England changed over time?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Continued on next page >

Name: _____ Date: _____

Making Inferences, p. 2

Clues	Inferences
<p>Consider these lines from the article:</p> <ul style="list-style-type: none"> • "She held out hope that they would be able to escape to England, but life in Germany was getting more grim by the day." • "Few Jewish people in Nazi-occupied countries survived." • Write one more line from the article that supports the inference on the right. <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>What can you infer about what life was like for Lore's parents and other Jews who couldn't or didn't escape Germany?</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>Write two lines from the article that support the inference you made on the right.</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Write your own inference from "The Children Who Escaped the Nazis."</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p>

"The Children Who Escaped the Nazis" Quiz

Directions: Read the feature "The Children Who Escaped the Nazis" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What is Lore doing at the beginning of the article?

- (A) sleeping and dreaming
- (B) discussing something important with her parents
- (C) nervously waiting to meet the new family she will live with in England
- (D) hurrying to catch a train to Germany

2. What is antisemitism?

- (A) prejudice against Jewish people
- (B) prejudice against everyone
- (C) acceptance of others
- (D) the name of an area in Germany

3. Which of the following best describes how Lore's family felt living in Germany in the early 1930s?

- (A) comfortable and welcomed
- (B) scared and threatened
- (C) angry and jealous
- (D) understanding and patient

4. Which of the following supports the answer to question 3?

- (A) "The Schreibers gave her a bed to sleep in and food to eat . . ."
- (B) ". . . Germany—the only home they'd ever known—was no longer safe . . ."
- (C) "And most of all, Lore missed her parents."
- (D) "Yet few countries were willing to open their doors to refugees trying to escape Hitler."

5. What event ended the Kindertransport?

- (A) Adolf Hitler became head of the German government.
- (B) Germany was defeated in World War I.
- (C) *Kristallnacht* occurred on November 9, 1938.
- (D) World War II began.

6. Which best explains why the authors most likely wrote "The Children Who Escaped the Nazis"?

- (A) to tell readers about the Kindertransport
- (B) to discuss the cause of World War II
- (C) to explain what it was like to live in Britain during World War II
- (D) to remember the Germans who fought against the Nazis

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 article.

7. What are three examples from the article of the prejudice that Jewish people faced in Germany in the early 1930s?

8. What was the Kindertransport, and why is it considered remarkable?

"The Children Who Escaped the Nazis" Quiz

Directions: Read the feature "The Children Who Escaped the Nazis" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which of the following best describes how Lore feels at the beginning of the article?

- (A) nervous but hopeful (C) comfortable and safe
(B) lonely and scared (D) open to change

2. What is antisemitism?

- (A) prejudice against Jewish people
(B) prejudice against everyone
(C) acceptance of others
(D) the name of an area in Germany

3. Which is NOT an example of antisemitism?

- (A) "Signs appeared in windows of restaurants and shops that said 'Jews not wanted.'"
(B) "... German people had faced years of growing poverty, unemployment, and hunger."
(C) "Jewish people were fired from their jobs and forbidden to vote."
(D) "She was forbidden to swim in public pools or go to the movies or even walk through public parks—just because she was Jewish."

4. Which event caused the end of the Kindertransport?

- (A) Adolf Hitler's becoming head of the German government
(B) Germany's defeat in World War I
(C) *Kristallnacht*
(D) the beginning of World War II

5. The Schreibers could best be described as _____.

- (A) kind (C) selfish
(B) funny (D) difficult

6. Which of the following supports the answer to question 5?

- (A) "The Schreibers and the people of Lincoln did their best to help Lore."
(B) "Others were put to work as household servants."
(C) "And most of all, Lore missed her parents."
(D) "When Lore arrived in London, a couple appeared and introduced themselves as Mr. and Mrs. Schreiber."

7. Why did Lore join the British army?

- (A) She was forced to do so.
(B) The Schreibers asked her to join.
(C) It was her dream job.
(D) She wanted to show appreciation to Britain.

8. Which best describes the authors' main purpose for writing "The Children Who Escaped the Nazis"?

- (A) to inform readers about the Kindertransport
(B) to analyze the cause of World War II
(C) to explain what it was like to live in Britain during World War II
(D) to honor the Germans who resisted the Nazis

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 article.

9. What was *Kristallnacht*? Why was it an important event in history and in Lore's life?

10. Why do you think Lore looks back on her life "with a sense of gratitude"?

"The Children Who Escaped the Nazis"

To the teacher: We suggest using these questions with the **lower-Lexile version** of the story, supported by the **lower-Lexile audio version**. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.



Yes/No Questions

These questions allow students who are new to English to show their understanding with a simple answer.

1. Was Germany safe for Jews in the 1930s? (*No, it wasn't.*)
2. Was Lore excited to move to England? (*No, she wasn't.*)
3. Was the Kindertransport a plan to rescue Jewish children? (*Yes, it was.*)
4. Did World War II start in 1939? (*Yes, it did.*)
5. Did Lore join the British army? (*Yes, she did.*)
6. Were millions of Jews killed in the Holocaust? (*Yes, they were.*)

Either/Or Questions

These questions allow slightly more-advanced students to use language from the question in their answer.

1. Was Adolf Hitler hateful toward Jewish people or other German people? (*He was hateful toward Jewish people.*)
2. Did Lore's parents stay in Germany or leave? (*They stayed in Germany.*)
3. Did 300 or 10,000 Jewish children arrive in England each week by early 1939? (*300 Jewish children arrived.*)
4. Was Lore's new English family kind or mean? (*They were kind.*)
5. Did Lore think she had lived a good life or bad life? (*She thought she lived a good life.*)

Language Questions

1. In your own words, explain what antisemitism is. (*It is prejudice against Jewish people. It means disliking Jews or treating them unfairly simply because of who they are.*)
2. The article says Lore looked back on her life "with gratitude." What do you think *gratitude* means? Why did Lore feel that way? (*Gratitude means thankfulness. She was thankful that her life was saved by the Kindertransport and she grew up to have a family of her own.*)

Name: _____ Date: _____

Speaking of Stinky

The paired text articles "The Great Stink" and "Toilets of the Future" include many words having to do with waste and sanitation. You'll learn about them here.

Directions: Read the definitions below, then complete each sentence in a way that makes sense.

1. **intricate:** having many complicated or connected parts

Sentence: Jamal made intricate drawings of the castle, carefully including details of _____
 _____.

2. **fertilizer:** a natural or chemical material that is added to soil to make it better for growing plants

Sentence: My dad put fertilizer on our garden so that _____
 _____.

3. **scorching:** extremely hot

Sentence: It was a scorching day, so Chandra decided to _____
 _____.

4. **putrid:** strongly unpleasant or foul

Sentence: The meat smelled putrid because _____
 _____.

5. **epidemics:** widespread outbreaks of disease that spread quickly

Sentence: Luis studied epidemics of the Middle Ages because he was interested in _____
 _____.

6. **microscopic:** too small to be seen without a microscope

Sentence: Because bacteria are microscopic, scientists _____
 _____.

Name: _____ Date: _____

Speaking of Stinky, p. 2

7. sewage: waste carried away in sewers

Sentence: The sewage flowed down the pipe and _____
 _____.

8. sanitation: ways of getting rid of waste and trash to keep places free of dirt and disease

Sentence: Scientists recommend using good sanitation to _____
 _____.

9. poverty: the condition of being very poor

Sentence: The writer spent his childhood in poverty, but he grew up to _____
 _____.

10. organic: coming from living things

Sentence: In her compost pile, Maddie put organic materials such as _____
 _____.



Name: _____ Date: _____

Think About It!

Close-Reading Questions: After reading the articles "The Great Stink" and "Toilets of the Future," go back and reread sections to answer the questions below.

- 1.** Based on the first article, what was the Great Stink? Where and when did the Great Stink occur?

- 2.** According to the section "The Problem of Poop," why did the cesspool system of dealing with poop stop working? What did people begin to do with the waste from their cesspools?

- 3.** Reread "A Whiff on the Wind." What details does the author use to help you understand how bad the smell was?



Name: _____ Date: _____

Think About It!, p. 2

4. According to "A Whiff on the Wind," why was the Thames water deadly?

5. Reread "The Problem of Poop" and "Something Had to Be Done." Compare and contrast the new sewers with the old sewers.

6. According to "A New Crisis," what pressures have caused the original sewers in many cities to leak, break, clog, and overflow?



Name: _____ Date: _____

Think About It!, p. 3

- 7.** The first paragraph of "Toilets of the Future" includes a series of questions: "But what if your home didn't have a toilet? What if no homes in your town had one? Where would all that waste go?" Why do you think the author chose include these questions?

- 8.** Why might the waterless toilets described in the article be a better solution to getting rid of human waste than building more regular toilets and sewers?



Name: _____ Date: _____

Think About It!, p. 4

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

- 9.** Why is it important to safely get rid of human waste? Answer using details from both articles.

- 10.** How did the Great Stink and the world's current sanitation challenges described in the second article inspire important changes?

Name: _____ Date: _____

Think About It!

Directions: After reading the articles "The Great Stink" and "Toilets of the Future," go back and reread sections to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions:

1. Based on the first article, what was the Great Stink? Where and when did the Great Stink occur?
2. According to the section "The Problem of Poop," why did the cesspool system of dealing with poop stop working? What did people begin to do with the waste from their cesspools?
3. Reread "A Whiff on the Wind." What details does the author use to help you understand how bad the smell was?
4. According to "A Whiff on the Wind," why was the Thames water deadly?
5. Reread "The Problem of Poop" and "Something Had to Be Done." Compare and contrast the new sewers with the old sewers.
6. According to "A New Crisis," what pressures have caused the original sewers in many cities to leak, break, clog, and overflow?
7. The first paragraph of "Toilets of the Future" includes a series of questions: "But what if your home didn't have a toilet? What if no homes in your town had one? Where would all that waste go?" Why do you think the author chose include these questions?
8. Why might the waterless toilets described in the article be a better solution to getting rid of human waste than building more regular toilets and sewers?

Critical-Thinking Questions:

9. Why is it important to safely get rid of human waste? Answer using details from both articles.
10. How did the Great Stink and the world's current sanitation challenges described in the second article inspire important changes?

Name: _____ Date: _____

Think About It!

Close-Reading Questions: Read "The Great Stink" and "Toilets of the Future." Then go back and reread sections of the articles to answer the questions below. We've started the first one for you.

1. Reread the first section of "The Great Stink." What problem did people in London face in 1858?

In 1858, people in London faced

2. In the section "The Problem of Poop," what caused the river to become smelly and polluted?

Name: _____ Date: _____

Think About It!, p. 2

- 3.** In the section "A Whiff on the Wind," how did the stink affect people? Why were they scared?

- 4.** In the section "Something Had to Be Done," how did London solve the stinky problem?

Name: _____ Date: _____

Think About It!, p. 3

- 5.** In "Toilets of the Future," what happens when people can't get rid of waste in a clean way?

- 6.** Describe how one of the waterless toilets in "Toilets of the Future" works.

Critical-Thinking Question (a big question about both stories):

- 7.** What do these two articles tell you about people's abilities to solve big problems that come up? Support your answer with details from the texts.



Name: _____ Date: _____

Exploring Text Features

Do this
with our Text
Features
Slideshow on
Storyworks
Digital!

Directions: Answer the questions below to help you explore the photos, illustrations, captions, and other text features in the articles "The Great Stink" and "Toilets of the Future."

1. Find the title of the article at the top of page 10. Does the way the letters are drawn help you get interested in reading the article? Why or why not?

2. Read the section headers on pages 10, 11, and 12. How do they keep you interested in reading the article?

3. Based on the illustration and caption at the top of page 11, what can you infer about the emotions people felt during the Great Stink?

4. Study the sewer image and captions at the bottom of page 11. How do the photo and captions help you better understand the task of building a new sewer system in London?



Name: _____ Date: _____

Exploring Text Features, p. 2

5. Look at the image and captions at the bottom of page 12. Based on information in the captions and the expression on the woman's face, what do you think fatbergs are like?

6. Study the three photographs in the center of page 13. Do they help you understand how the waterless toilets work? Why or why not?

Storyworks S-T-R-E-T-C-H: What additional photo, illustration, map, or other visual feature would be a good addition to the article "The Great Stink"? How would it help you better understand the sewage problem people faced in London at the time?



Name: _____ Date: _____

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.

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

3. What was the weather like that summer?

5. What was in the waste? How did that affect people?

7. How do some new toilets solve sewage problems?

Summary of "The Great Stink" and "Toilets of the Future"

▲ "The Great Stink" is about _____

In the 1800s, people in London began _____

▲ The summer of 1858 was _____, and the Thames became _____

The river was not only stinky. It was also dangerous because _____

Government leaders _____

▲ "Toilets of the Future" is about _____

Both articles warn that _____

2. What did the people of London begin doing with their waste?

4. What was the condition of the river?

6. What action did leaders take? How did it solve the sewage problem?

8. What do experts worry will happen if we don't update our sewers?



Name: _____ Date: _____

Quick, Tell Me What Happened!

Your friend Marco was absent from school and didn't get to read the paired texts "The Great Stink" and "Toilets of the Future." You call him to tell him about the articles, but he has only one minute before he has to eat supper. 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 first article, "The Great Stink," is mainly about. Think about:

What do the headline and subhead on page 10 suggest the article is about? _____

What appears in the picture on page 10? _____

What main problem does the article tell you about? _____

Use your answers to create a topic sentence for your summary.

2. Decide what the most important information in the first 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 doesn't belong).

Opening Section

~~Horse drawn carriages clip clopped through the streets~~

In the summer of 1858, stink from the River Thames overwhelmed London

Thousands of people died from drinking water from the polluted river

"The Problem of Poop"

Continued on next page >

Name: _____ Date: _____

Quick, Tell Me What Happened! p. 2

"A Whiff on the Wind"

"Something Had to Be Done"

"A New Crisis"

Continued on next page >

Name: _____ Date: _____

Quick, Tell Me What Happened! p. 3

3. Now go to page 13 and decide what the second article, "Toilets of the Future," is mainly about. Ask yourself: What do the title and photos suggest it's about? _____

What do the subheadings help you understand? _____

How does this article relate to the first article? _____

4. Look at your notes. Cross out anything you wrote that is not necessary. Add anything that's missing.

- Did I include information about what happened? Where and when it happened? Why it happened? Who was involved? How it ended?
- Is there a detail or two describing the main topic?
- Did I write details that aren't essential for understanding the main topic? Get rid of those! (See example on page 1.)

5. Number your notes above so you can retell them in an order that makes sense.

6. Use your topic sentence and your notes to write your one-paragraph summary on a separate sheet of paper, retelling what happened in your own words. Reread it to make sure it's clear and that it sums up what's important in the article. Then you can share your summary with your friend Marco!

Tip!

Use your notes to summarize the article out loud with a partner. This will help you decide if you need to add or take out any information.



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. Circle the letter of the piece of text evidence that best shows that the Great Stink in London in 1858 was not only smelly but also harmful.

- a. "All you can think about is the overpowering, stomach-turning, eye-watering smell of poop."
- b. "The steaming heat is cooking the filthy river into a bubbling, foul-smelling stew."
- c. "Over the past 50 years, tens of thousands of people have died from drinking the polluted water of the Thames River."
- d. "People did their business on a wooden box with a hole that sat above an underground pit called a cesspool."

2. In your own words, describe how cesspools worked in London until the early 1800s. Use text evidence from "The Great Stink" to support your answer.

3. Circle the letter of the piece of text evidence that best shows how London's increased population contributed to the Great Stink.

- a. "By the middle of the century, London was the biggest city in the world, with 2 million people."
- b. "Soon, there was too much night soil to collect and not enough farmers to buy it."
- c. "Over time, the smell became a stench, and the stench became unbearable."
- d. "And then, in the scorching summer of 1858, it became a crisis."

4. In your own words, explain how not being able to get rid of human waste can spread germs. Use text evidence from both articles to support your answer.



Name: _____ Date: _____

Find the Evidence, p. 2

- 5. Circle the letter of the piece of text evidence that best shows how the new sewer system solved the problems of the Great Stink.**
- a. "What few people in 1858 understood was that it wasn't the smell of the river that was deadly . . ."
 - b. "Even if government leaders didn't understand exactly why the Great Stink was dangerous, they knew something had to be done—fast."
 - c. "With handkerchiefs pressed to their noses, they quickly passed a law ordering the construction of a new sewer system."
 - d. "The new sewers would run underground alongside the river rather than into it, carrying waste out past the city . . ."
- 6. In your own words, explain the problems developing countries often have trying to find safe ways to get rid of human waste. Use text evidence from "Toilets of the Future" to support your answer.**

- 7. Circle the letter of the piece of text evidence that best explains a way waterless toilets can help the environment.**
- a. "The Nano Membrane toilet gets rid of waste by burning it."
 - b. "From there, liquid waste—aka urine—is filtered into clean water that can be used for watering plants . . ."
 - c. "Beneath the toilet, and out of view from users, lives a cluster of tiger worms."
 - d. "Human waste is kept in a container attached to the toilet."
- 8. In your own words, explain what fatbergs are and how we can prevent them from forming.**



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. Circle the letters of TWO pieces of text evidence that best show that human waste in the Thames River in 1858 was not only smelly, but also harmful:
 - a. "All you can think about is the overpowering, stomach-turning, eye-watering smell of poop."
 - b. "As you will soon discover, the entire city is caught in the grip of a stinky crisis."
 - c. "The steaming heat is cooking the filthy river into a bubbling, foul-smelling stew."
 - d. "Over the past 50 years, tens of thousands of people have died from drinking the polluted water of the Thames River."
 - e. "People did their business on a wooden box with a hole that sat above an underground pit called a cesspool."
 - f. "Poop is crawling with microscopic germs that can cause dozens of diseases, including cholera."

2. In your own words, explain how not being able to get rid of human waste can spread germs. Use text evidence from both articles to support your answer.

3. Circle the letters of the TWO pieces of text evidence that best show how London's increased population contributed to the Great Stink:
 - a. "But in the 19th-century, London—and all of England—was changing."
 - b. "By the middle of the century, London was the biggest city in the world, with 2 million people."
 - c. "Soon, there was too much night soil to collect and not enough farmers to buy it."
 - d. "More and more people were forced to empty their cesspools into the city's creaky old sewers."
 - e. "Over time, the smell became a stench, and the stench became unbearable."
 - f. "And then, in the scorching summer of 1858, it became a crisis."

Continued on next page >



Name: _____ Date: _____

Find the Evidence, p. 2

- 4.** In your own words, explain the problems developing countries can face trying to find safe ways to get rid of human waste. Use text evidence from "Toilets of the Future" to support your answer.

- 5.** Circle the letters of **THREE** pieces of text evidence that best explain how waterless toilets can help the environment.

- a. "... liquid waste—aka urine—is filtered into clean water that can be used for watering plants . . ."
- b. "The whole process produces enough electricity to power the toilet, as well as other, small devices . . ."
- c. "Beneath the toilet, and out of view from users, lives a cluster of tiger worms."
- d. "... Human waste is kept in a container attached to the toilet."
- e. "The temperature inside the container is very high."
- f. "Eventually, what's left can be used as fertilizer in gardens and backyards."

- 6.** In your own words, explain what fatbergs are and how we can prevent them from forming.

Name: _____ Date: _____

Putting It All Together

Directions: To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the articles "The Great Stink" (TGS) and "Toilets of the Future" (TOTF). We've indicated where you can find each answer.

1. Where is the city of London? What was London like in 1858? (TGS)	
2. Why did the population of London increase in the early 1800s? (TGS)	
3. How did a popular new invention increase human waste in the Thames River in the 1850s? (TGS)	
4. Why is human waste harmful when people don't have a safe way to get rid of it? (both texts)	
5. What problems do developing countries face when trying to build and operate sewers? (TOTF)	
6. Why have people begun inventing new toilets, such as the self-powering, worm, and composting toilets? (TOTF)	
7. What do experts worry may happen to older sewer systems in cities around the world? (both texts)	

Write Now! Use your answers above to help you respond to the writing prompt at the bottom of page 13.

"The Great Stink" Quiz

Directions: Read the paired texts "The Great Stink" and "Toilets of the Future" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What caused the Great Stink in London, England, in 1858?

- (A) horse dung
- (B) human poop
- (C) garbage
- (D) soot from factories

2. Why was the Great Stink dangerous?

- (A) The smell traveled on the wind.
- (B) The river flooded the streets.
- (C) The sewage system fell apart.
- (D) The water made people sick.

3. Which line BEST supports your answer to question 2?

- (A) "Still, the Great Stink of 1858 was an odor more putrid than the city had ever experienced."
- (B) "The poop-filled Thames was London's main source of drinking water."
- (C) "People did their business on a wooden box with a hole that sat above an underground pit called a cesspool."
- (D) "Londoners back then were no strangers to filth."

4. What is the meaning of the word *intricate*?

- (A) simple
- (B) complex
- (C) natural
- (D) diseased

5. What is most likely the purpose of "Toilets of the Future"?

- (A) to describe possible solutions for dealing with human waste
- (B) to persuade readers to start using a new kind of toilet
- (C) to predict how future toilets will change people's lives
- (D) to compare past, present, and future toilets

6. Both "The Great Stink" and "Toilets of the Future" tell why it is important to . . .

- (A) stop climate change.
- (B) build sewer systems everywhere.
- (C) keep toilets unclogged.
- (D) manage waste safely.

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 articles.

7. Compare and contrast toilets in early London with the worm toilet described in "Toilets of the Future." Use details from both texts to support your answer.

8. If you were installing one of the "toilets of the future" in your home, which one would you choose? Why?

"The Great Stink" Quiz

Directions: Read the paired texts "The Great Stink" and "Toilets of the Future" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What caused the Great Stink in London, England, in 1858?

- (A) streets filled with horse dung
- (B) a river flooded with human waste
- (C) garbage left outside of homes
- (D) soot released into the air

2. Why was the Great Stink dangerous?

- (A) The smell traveled on the wind.
- (B) The river flooded the streets.
- (C) The sewage system fell apart.
- (D) The water made people sick.

3. Sewage systems require many workers and a lot of money because they are ____.

- (A) intricate
- (B) putrid
- (C) microscopic
- (D) organic

4. Which line BEST supports the answer to question 3?

- (A) "... the smell became a stench, and the stench became unbearable."
- (B) "It took thousands of workers, 318 million bricks, 670,000 cubic meters of concrete . . ."
- (C) "... inspired similar building projects in cities around the world, including cities in the U.S., like New York."
- (D) "Grown men and women fainted in the streets."

5. What is most likely the purpose of "Toilets of the Future"?

- (A) to describe possible solutions for dealing with human waste
- (B) to persuade readers to use a new kind of toilet
- (C) to predict how future toilets will change people's lives
- (D) to compare past, present, and future toilets

6. What does *organic* mean in the sentence "These critters eat organic waste"?

- (A) delicious
- (B) disgusting
- (C) recycled
- (D) made from living things

7. The section "A New Crisis" relates to "Toilets of the Future" because it . . .

- (A) tells how many countries have functioning sewage systems.
- (B) argues that sewage systems are ineffective.
- (C) explains that current sewage systems may need to be replaced.
- (D) questions why the Great Stink occurred.

8. Both "The Great Stink" and "Toilets of the Future" describe why it is important to . . .

- (A) reduce climate change.
- (B) build sewage systems.
- (C) keep toilets unclogged.
- (D) manage waste safely.

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 articles.

9. Compare and contrast toilets in early London with the worm toilet described in "Toilets of the Future." Use details from both texts to support your answer.

10. If you were installing one of the "toilets of the future" in your home, which one would you choose? Why?

"The Great Stink"

To the teacher: We suggest using these questions with the **lower-Lexile version** of the texts, supported by the **lower-Lexile audio version**. Select the ones that are best for your students, depending on where they are in their acquisition of English. Ask them orally or choose questions to create your own written assignment. If students are ready, prompt them to follow up their answers with more details.



Yes/No Questions

These questions allow students who are new to English to show their understanding with a simple answer.

1. Was the Great Stink a bad smell of poop in the Thames River? (Yes, it was.)
2. Did many people die from drinking dirty river water? (Yes, they did.)
3. Are sewer systems cheap to build? (No, they aren't.)
4. Do all people in the world today have toilets? (No, they don't.)
5. Is it important to get rid of human waste? (Yes, it is.)

Either/Or Questions

These questions allow slightly more-advanced students to use language from the question in their answer.

1. Did the Great Stink happen because many people moved to London or out of London? (It happened because many people moved to London.)
2. Did cold weather or hot weather make the smell worse? (Hot weather made it worse.)
3. Is climate change good or bad for sewer systems? (It's bad for sewer systems.)
4. Did the Great Stink cause people to invent new sewers or new toilets? (It caused people to invent new sewers.)

Short Answer Questions

1. Describe what you see in each picture in the article in your own words. (Answers will vary.)
2. Why do you think toilets have changed so much over time but sewers haven't? (Students might say, for example, that new sewers are more expensive and complicated to build than toilets, or sewers are harder to work on.)

Name: _____ Date: _____

Poetry Kit

Directions: Read the poem in this issue of *Storyworks*, then answer the questions below to help you understand it.

Title and Poet

I. Must-Know Words: The words below are important for understanding the poem. See if you can figure out what they mean as you read, or look them up in the dictionary. Then create your own way to remember their meanings. For each, you can write your own definition, draw a picture, list a synonym, or devise another way.

glint	wayward	idly	breakers	gallant	mystic

II. Break It Down!

How many lines does the poem have? _____

Number the lines of the poem to help you keep track of them as you answer the questions below.

1. Reread line 1. How does it prepare you for what the rest of the poem says?

2. What colors are mentioned in lines 2 and 3? What impression of the ocean do lines 2-4 give you?

Name: _____ Date: _____

Poetry Kit, p. 2

- 3.** Reread lines 5-8. What do they tell you about how the ocean moves? Explain using words and phrases from the poem.

- 4.** Reread line 9. How might the ocean's waves seem to cast a "mighty spell" on someone? Why do you think the poet calls this spell "of the ages old"?

- 5.** Why do you think the last line of the poem is similar to the first line?

III. Sum It Up!

Answer the following questions, thinking about the sound and the meaning of the whole poem.

- 6.** A rhyme pattern shows which lines in a poem rhyme. Each rhyming line is given the same letter; for example, an ABAB pattern means the first and third lines rhyme, and the second and fourth lines rhyme. What is the rhyme pattern for "The Cup of Ocean"?

- 7.** Read the poem aloud, listening to the rhymes. What do you think they add to the poem?

Name: _____ Date: _____

Poetry Kit, p. 3

8. Is the rhythm of the poem the same in each line, or does it change? How might the rhythm be like that of the ocean?

9. Think about the entire poem. What can you conclude is the poet's feeling about the ocean?

IV. Make a Connection!

Read the play *Sea Turtle Summer* in this issue of *Storyworks*. Then choose one of the writing prompts below and answer it in a well-organized paragraph on the back of this page or on a separate sheet of paper.

- What do you think Elmar, the turtle, would think about the poem? Why?
- Amos Russel Wells wrote "The Cup of Ocean" in 1921. What might surprise him if he read *Sea Turtle Summer*? How do you think he would feel about it?

"The Cup of Ocean" Quiz

Directions: Read the poem "The Cup of Ocean" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which statement about the poem's structure is true?

- ☐ (A) It has seven lines.
- ☐ (B) Every two lines rhyme.
- ☐ (C) Each line has five syllables.
- ☐ (D) It has two similes (comparisons using *like* or *as*).

2. The poem asks: "What does the ocean hold?" You can guess that the word *hold* in this sentence most closely means ____.

- ☐ (A) contain
- ☐ (B) join
- ☐ (C) grab
- ☐ (D) hug

3. You can infer that the poet is describing the ocean on a ____ day.

- ☐ (A) stormy
- ☐ (B) cloudy
- ☐ (C) sunny
- ☐ (D) windy

4. What is the focus of this poem?

- ☐ (A) the ocean's smells and sounds
- ☐ (B) the ocean's fish and plants
- ☐ (C) the ocean's colors and waves
- ☐ (D) the ocean's shallowness and depth

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 poem.

5. What do ripples, breakers, foam, and currents have in common?

6. What might "mighty spell of the ages old" mean in the second-to-last line of the poem?



Name: _____ Date: _____

Flavorful Words

Directions: On page 16 of "A Recipe for Disaster," Elizabeth's classmates share the names of the dishes they will bring to their class celebration. Where do these dishes typically come from, and what are they like? Find out below. Then describe one of your own family-favorite dishes!

FOOD	WHAT IS IT?
1. kimchi and BBQ beef	These dishes are part of Korean cooking. Kimchi is spicy pickled vegetables; cabbage is a popular kind. Korean BBQ beef is sliced beef that's soaked in a sauce and then grilled or fried in a pan.
2. jerk chicken	Jerk chicken is from Jamaica. The chicken is rubbed with a hot, spicy mixture before being cooked.
3. borscht	Borscht is a beet soup that comes from Russia and Eastern Europe.
4. soda bread	An Irish specialty, soda bread is a slightly sweet bread that's made with baking soda instead of yeast. It often has raisins in it.
5. corn bread	Corn bread was first made by Native Americans. It's often part of Southern U.S. cooking and is made with cornmeal.
6. yakitori	A Japanese dish, yakitori is chicken that's seasoned and cooked on a skewer, or pointy metal or wooden stick.

Your turn! What is one of your family's favorite dishes? Where does it come from? On the back of this page or on another sheet of paper, write the name and a description of the dish. You can even include a recipe! Then draw a picture of it.

Name: _____ Date: _____

Think About It!

Critical-Thinking Questions: After reading "A Recipe for Disaster," think about the whole story to answer the questions below.

1. In the frame at the bottom of page 16, how do you think Elizabeth feels? How does the drawing help you infer this?

2. Look at the dishes kids say they will bring to the class celebration. Which ones are you familiar with? Where does each one typically come from?

3. On page 17, what do you find out is Elizabeth's main problem?

Name: _____ Date: _____

Think About It!, p. 2

4. Based on pages 18 and 19, what are Liz's parents like?

5. Look at the frames on pages 19-20 that are labeled "Friday night" through "Sunday afternoon." What story do they tell?

6. How does Liz finally solve her problem?

Name: _____ Date: _____

Think About It!, p. 3

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

- 7.** If you were in Liz's class, what dish, or combination of dishes, would you make? Explain why you would pick this.

- 8.** What do you think you get out of this story that you wouldn't get if it were a traditional written story instead of a graphic one?

Continued on next page >

Name: _____ Date: _____

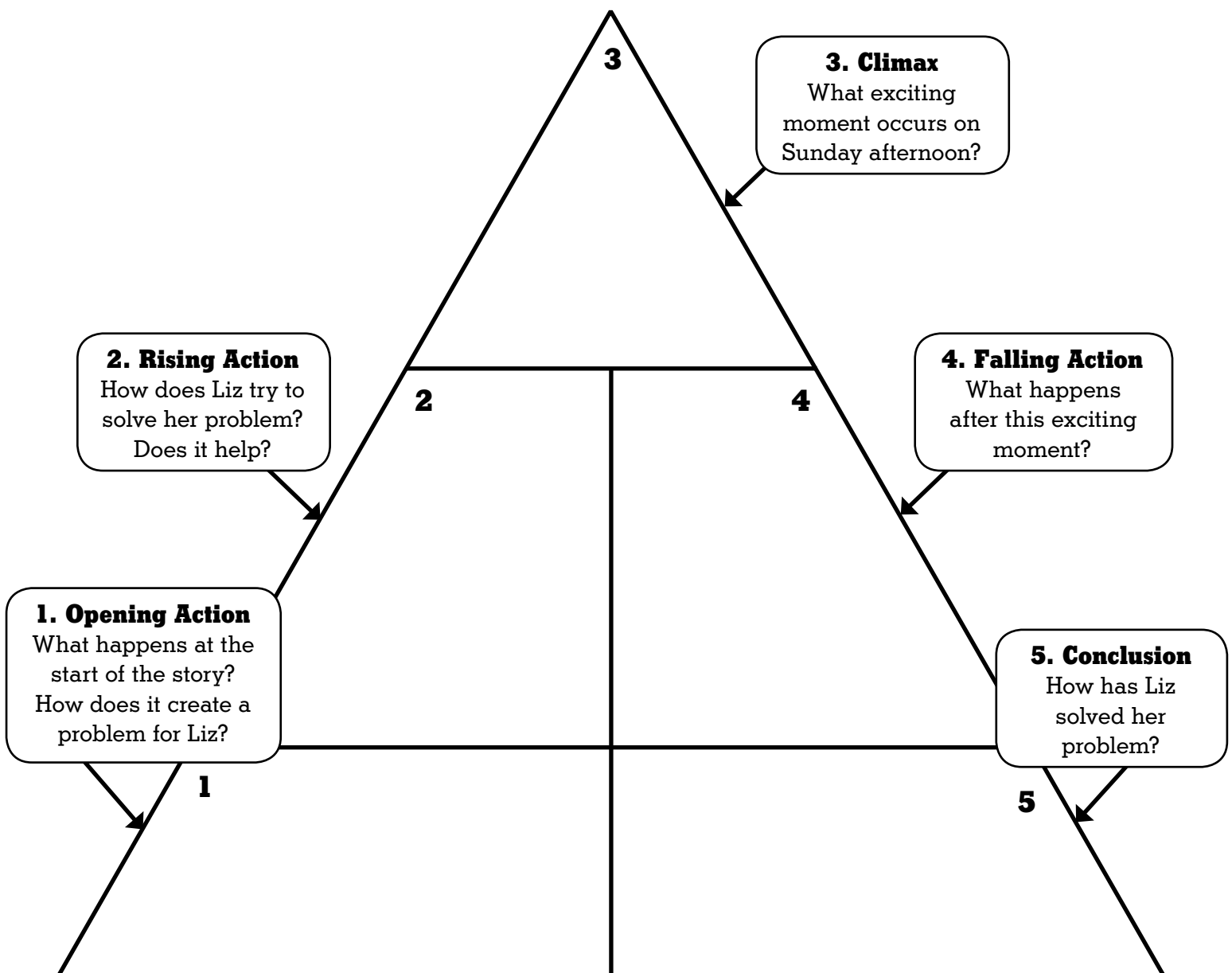
Think About It!, p. 4

9. What important ideas do you think the author—and character creator—want you to learn from this story?

Name: _____ Date: _____

Cooking Up a Plot

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 "A Recipe for Disaster." Use the prompts to help you.



Name: _____ Date: _____

Learning About Liz

Directions: In the story "A Recipe for Disaster," the author does not always tell you how characters feel or why they act the way they do. You must use clues from the words and pictures to make inferences. Study each section and think about the questions in small type. Then make an inference to answer each question in bold.

1. Think about this story panel from page 16:

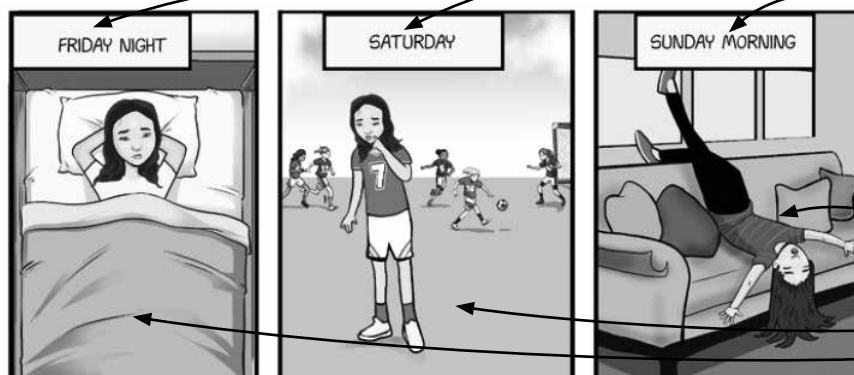
When her classmates call out the food they will bring, what do you think it makes Liz think about?

What can you infer about what Liz is feeling by looking at her facial expression?

What do you think Liz is thinking and feeling as she hears her classmates talking?



2. Now look at these panels from page 19:



What does the passing of time tell you about how important this decision is to Liz?

What can you infer about what Liz is feeling by looking at her body language?

What do you think Liz is thinking and feeling in these panels? _____

Name: _____ Date: _____

Learning About Liz, p. 2

3. Look at these panels from the bottom of page 20:

What can you infer from these lines about the dish Liz wants to make?

How do you think her parents' words make Liz feel?

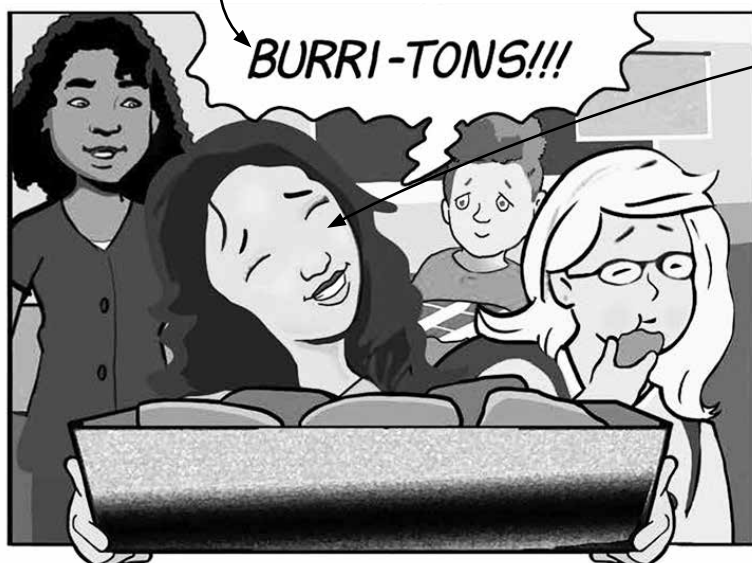
What can you predict about the dish Liz plans to make? How do you think she feels about it?



4. Now think about this panel at the end of the story:

What two words do you think Liz put together to make the name of her food?

What can you infer about how Liz feels about the food by looking at her facial expression?



What does the name of the dish Liz brought tell you about the food she made? How do you think she feels about it?

"A Recipe for Disaster" Quiz

Directions: Read the story "A Recipe for Disaster" in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Read this sentence from the story: "And we're going to celebrate all the wonderful cultures in this class." What does the word *cultures* mean in this sentence?

- (A) great achievements
- (B) fans of art and music
- (C) customs of groups of people
- (D) hard work and determination

2. How does Liz feel when her teacher announces students should bring a dish that represents their heritage?

- (A) confident
- (B) proud
- (C) thrilled
- (D) worried

3. Which line from the story supports the answer to question 2?

- (A) "Okay, everyone. Monday is our end of the year party."
- (B) "If I can only pick one type of food, I'm afraid I'm going to hurt the other one's feelings."
- (C) "Your father's right, we're a team."
- (D) "It's a blessing to have two amazing family traditions to choose from."

4. Naomi is Liz's _____.

- (A) friend
- (B) mother
- (C) sister
- (D) teacher

5. What does Liz's mom suggest Liz should make? Choose the TWO correct answers.

- (A) burritos
- (B) chicken
- (C) empanadas
- (D) wontons

6. When does Liz think of a solution to her problem?

- (A) Friday night
- (B) Saturday
- (C) Sunday morning
- (D) Sunday afternoon

7. How does Liz feel when she says, "I've got it!"?

- (A) annoyed
- (B) calm
- (C) excited
- (D) tense

8. At the end of the story, what does Liz bring to the party?

- (A) an empty dish
- (B) a whole new dish
- (C) more than one dish
- (D) her grandma's dish

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. Do you think "A Recipe for Disaster" is a good title for this story? Explain your answer.

10. Why do you think Liz names her dish *burri-tons*? Describe what you think *burri-tons* are like.



Name: _____ Date: _____

Words to Know

Before Reading: As you come across words in bold in *Sea Turtle Summer*, ask yourself if you know them or if you can figure them out from context. Then check their meanings here.

1. **maneuver:** "The rescuers **maneuver** their boat closer." (p. 23)
Meaning: move skillfully
2. **gingerly:** "Then they **gingerly** place the turtle into it." (p. 24)
Meaning: very cautiously or carefully
3. **algae:** "A smell like rotting leaves, fish, and **algae** [AL-jee] fills the hallway." (p. 24)
Meaning: simple water plants, such as seaweed or pond scum
4. **marine:** "Trash causes millions of **marine** animals to die every year." (p. 24)
Meaning: having to do with the sea
5. **circulation:** "She was caught in a fishing line. It cut off the **circulation** in her flipper." (p. 25)
Meaning: movement of blood through the body
6. **amputate:** "We had to **amputate** it." (p. 25)
Meaning: to cut off a body part
7. **solitary:** "Turtles are **solitary** animals. They don't form attachments to others." (p. 25)
Meaning: living or spending time alone
8. **conservationists:** "The character of Megan is inspired by Megan Mertsock, one of the hospital's **conservationists**." (p. 26)
Meaning: people who work to protect animals, plants, and other parts of the natural world
9. **feisty:** "He is wriggling around. Look how **feisty** he is!" (p. 26)
Meaning: playful or lively

Continued on next page >



Name: _____ Date: _____

Words to Know, p. 2

After Reading: Now that you have read these vocabulary words in context, check your understanding by using the correct word from the Word Box to answer each question below.

Word Box				
maneuver	algae	circulation	solitary	
gingerly	marine	amputate	conservationists	feisty

- Which word describes the plants and animals that live in the Atlantic Ocean?

- What kind of people would help organize the rescue of ocean birds after an oil spill?

- All morning the frisky puppy raced around the yard chasing his ball. What is another word that describes the puppy? _____
- What might you see if you were to go scuba diving in the ocean? _____
- Jake prefers to hike the mountain trails by himself, rather than with a group. Which word best describes Jake? _____
- Fortunately, the surgeon did not have to cut off the badly injured patient's arm. Which word would you use to replace "cut off"? _____
- Your broken leg took six weeks to heal. How might you first step on it after the cast is removed? _____
- The runner's blood flow increased during a race. Which word could you use instead of "blood flow"? _____
- During snowstorms, drivers steer their cars carefully on the icy road to avoid causing an accident. What is another word for what the drivers do? _____



Name: _____ Date: _____

Think About It!

Close-Reading Questions: After reading *Sea Turtle Summer*, go back and reread scenes to answer the questions below.

1. In Scene 1, why does Marco want to go back to get his hat? What does this tell you about Marco and Mel's friendship?

2. At the end of Scene 2, why does the rescuer take the sea turtle to Marathon?

3. According to what Dr. Hayes says in Scene 3, what happened to Elmar? What does Dr. Hayes do to treat the turtle?



Name: _____ Date: _____

Think About It!, p. 2

- 4.** At the end of Scene 4, what key fact do you learn about the difference between turtles and humans? How can you infer this fact makes Marco feel?

- 5.** What is the mood, or feeling, of Scene 5? Use examples from the play to support your answer.

- 6.** How does Elmar's behavior at the beginning of the play compare with how he behaves in Scenes 7 and 8?



Name: _____ Date: _____

Think About It!, p. 3

7. Why do you think Marco finally decides to write a letter to Mel at the end of the play?



Name: _____ Date: _____

Think About It!, p. 4

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

- 8.** At the end of Scene 5, Lita says, "You can't have a glorious sunset . . . without the clouds." What does this statement mean? How does it apply to Marco and Mel's friendship? How might it apply to your life?

- 9.** *Sea Turtle Summer* contains many facts, but it is a work of fiction. Why do you think the author chose to write fiction to help readers learn about sea turtles?

Name: _____ Date: _____

Think About It!

Directions: After reading *Sea Turtle Summer*, go back and reread scenes to answer the questions below. Write your answers on a separate sheet of paper.

Close-Reading Questions

1. In Scene 1, why does Marco want to go back to get his hat? What does this tell you about Marco and Mel's friendship?
2. At the end of Scene 2, why does the rescuer take the sea turtle to Marathon?
3. According to what Dr. Hayes says in Scene 3, what happened to Elmar? What does Dr. Hayes do to treat the turtle?
4. At the end of Scene 4, what key fact do you learn about the difference between turtles and humans? How can you infer this fact makes Marco feel?
5. What is the mood, or feeling, of Scene 5? Use examples from the play to support your answer.
6. How does Elmar's behavior at the beginning of the play compare with how he behaves in Scenes 7 and 8?
7. Why do you think Marco finally decides to write a letter to Mel at the end of the play?

Critical-Thinking Questions

8. At the end of Scene 5, Lita says, "You can't have a glorious sunset . . . without the clouds." What does this statement mean? How does it apply to Marco and Mel's friendship? How might it apply to your life?
9. *Sea Turtle Summer* contains many facts, but it is a work of fiction. Why do you think the author chose to write fiction to help readers learn about sea turtles?



Name: _____ Date: _____

Think About It!

Close-Reading Questions: Read *Sea Turtle Summer*. Then go back and reread scenes from the play to answer the questions below. We've started the first answer for you.

1. In Scene 1, why does Lolo say "That is *no bueno*" after Marco says "It's just floating there"?

"That is no bueno" means "That is not good." Lolo says it because

2. In Scene 3, why do Marco and Mel visit the Turtle Hospital? What do they do there?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 2

- 3.** Why do Marco's eyes well up in Scene 4 when he asks if Elmar's friends are wondering where he is?

- 4.** What do you think Lita means in Scene 5 when she says, "You can't have a glorious sunset . . . without the clouds"?

Continued on next page >



Name: _____ Date: _____

Think About It!, p. 3

5. At the end of the play, how have Marco's feelings changed? How can you tell?

Critical-Thinking Question (a big question that makes you think):

6. In Scene 6, we learn that Elmar had been starving because he'd eaten a balloon. What could help prevent sea turtles and other animals from eating trash?

Name: _____ Date: _____

Research Kit

Directions: Read the play *Sea Turtle Summer* in the May/June 2020 issue of *Storyworks*. Then follow the steps below, which will lead you on a research journey inspired by the story.

STEP 1: Reread Scene 3 and Scene 4. Think about the ways that human activity has harmed sea turtles:

How have human activities endangered sea turtles?

This is the big question that will guide your research. Start by getting some background information from these resources:

- www.dkfindout.com/us/animals-and-nature/reptiles/sea-turtles
- www.worldwildlife.org/species/sea-turtle
- <https://ocean.si.edu/ocean-life/reptiles/sea-turtles>

STEP 2: Choose a Research Path

Research Path 1

Choose a human activity that has affected sea turtles. Research the impact the activity has had on the sea turtle's life cycle and environment, and how people can change their behavior to help save sea turtles.

You can choose a human activity like:

- building near the beach
- using plastic bags
- fishing

Or go online to find another.

Research Path 2

Choose a species of sea turtle that is currently endangered. Find out what makes this kind of sea turtle special, what has caused it to become endangered, and what people are doing to save it.

You can choose:

- the green turtle
- the Kemp's ridley
- the hawksbill

Or go online to find another sea turtle species.

Continued on next page >

Name: _____ Date: _____

Research Kit, p. 2

STEP 3: Think about the questions you'll need to answer to complete your project. Then start to hunt for answers! You can search for information online—but make sure you're using trustworthy resources. See the **Online Research Helper** on the next page to guide you. When it's possible, visit your school or public library and ask your librarian or your teacher to help you find **nonfiction books** about your topic. Here are some sites that can help get you started on your research path:

- <https://eu.oceana.org/en/threats-sea-turtles>
- www.fisheries.noaa.gov/sea-turtles
- www.nwf.org/educational-resources/wildlife-guide/reptiles/sea-turtles/green-sea-turtle
- <https://conserveturtles.org/information-sea-turtles-threats-sea-turtles>

STEP 4: Present Your Research

Choices for Research Path 1:

- 1) Write a short story or play from the perspective of a sea turtle that encounters and survives the human activity you chose. Write about what the experience was like and how the turtle survived.
- 2) Some people may not know that their daily actions can have an effect on the lives of sea turtles. Write and film an announcement informing people of the impact of their actions and suggest ways that they could change them to save sea turtles.
- 3) Create a sea turtle collage! First, cut out the shape of a sea turtle from a large piece of paper. Then cover it with pictures you find in magazines and online that represent the human activity you chose. Finally, add a short description to your collage, explaining the danger the human activity poses to sea turtles.

Choices for Research Path 2:

- 1) Create a colorful poster or infographic to encourage your classmates to protect the turtle species you chose. Explain why they should protect it and what they can do to help save it.
- 2) Write an imaginary Q&A with a member of the sea turtle species you chose in which you ask about its life and what kinds of threats it faces.
- 3) Write an imaginary correspondence (exchange of letters) between a sea turtle living in the ocean during the time of the dinosaurs and a sea turtle living in the ocean today. How have humans affected the daily life of the sea turtle living today?

Name: _____ Date: _____

Online Research Helper

Directions: Read the clues below to help you draw conclusions about whether a website is reliable—one that you can trust to give you true information. Use this with our Research Kit or anytime you're doing online research.

Name of website: _____

1. Think about! Who created the website? Does the person or group have expert knowledge about the topic?

Clues:

- Look at the "About" section of the site to find out who's behind it and what their experience is.
- Look up the person or organization to find out more about them. How did they become experts?
- Sites made by government agencies, museums, libraries, research or educational organizations, and major newspapers are usually reliable.

Your conclusion: Can you trust the creator of the website? Explain.

2. Think about! Can you find the information in more than one place?

Clues:

- Look up facts you find on one site to see if they're on other sites too.
- Consult books and encyclopedias.
- Ask yourself if the information makes sense considering what you already know. If something seems off, dig deeper to find out if it's true.

Your conclusion: Can the information be backed up by more than one source? Explain.

3. Think about! What is the purpose of the website? How might that affect what it says?

Clues:

- Is the site's purpose to inform or educate? Chances are it will try to present reliable information.
- Is it trying to sell you something? If so, it will probably tell you only good things about it.
- Does it want you to support a cause? It might present one point of view—but remember there could be others.

Your conclusion: What is the website's purpose? Explain whether that makes it more reliable or less so.

4. Think about! Are there signs that the site isn't reliable?

Watch out for:

- Information that's shocking or too good to be true.
- Misspelled words or faulty grammar.
- All capital letters.
- An unprofessional look.
- Old or out-of-date information.

Your conclusion: Does the site show signs that make you think it's unreliable? Explain.

Name: _____ Date: _____

Fact or Fiction?

Fiction is writing that tells about imaginary characters and events. **A fact** is a statement that provides information that can be proved true or real. Sometimes fiction writers include facts in a story they've made up. In this activity, you'll identify facts about sea turtles in *Sea Turtle Summer*.

Directions: Read each set of lines from *Sea Turtle Summer* below. Identify whether what they say is fact or fiction. Then explain your answer.

- 1. Mel:** It's not like I have a choice. My mom got a new job, so I have to move to Boston.

Fact or fiction? _____

Explain your answer: _____

- 2. Dr. Hayes:** When trash gets stuck in turtles, it can cause their bodies to fill up with gas. Then they can't dive down and feed themselves.

Fact or fiction? _____

Explain your answer: _____

- 3. Caption on page 24:** Sea turtles are reptiles that live in the ocean. They swim thousands of miles during their long lifetimes. Some turtles can live to be 100 years old.

Fact or fiction? _____

Explain your answer: _____

Name: _____ Date: _____

Fact or Fiction?, p. 2

4. N2: Marco's eyes suddenly well up.

Marco: Are Elmar's friends out there in the water, wondering where he is?

Fact or fiction? _____

Explain your answer: _____

Name: _____ Date: _____

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 *Sea Turtle Summer*. Then respond to the questions that follow.

	At first	By the end of the story
1. How does Marco react to Mel's move to Boston?		
2. What is Marco's relationship with Elmar like?		
3. How does Marco feel about being alone?		

4. What does Marco's relationship with Elmar help him learn about being a friend?

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

Name: _____ Date: _____

Understanding Setting

Directions: Setting is the time period and place in which a story takes place. By describing the setting of a story, an author can help you imagine living in that world. Answer the questions below to help you understand the setting in *Sea Turtle Summer*.

1. Where and when do Scenes 1 and 2 take place? What important event happens in this setting?

2. How does the setting change in Scenes 3 and 4? What happens to the rescued sea turtle in his new setting? Why doesn't Mel appear in Scene 4?

3. Where and when does Scene 7 take place? What do you learn in this scene about Marco's relationship with Elmar?

4. How does the setting change in the last scene of the play? What is the mood or feeling of this scene? How does it contribute to the plot of the play?

Sea Turtle Summer Quiz

Directions: Read the play *Sea Turtle Summer* in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What would be the best choice for a new title for *Sea Turtle Summer*?
 - (A) Season of Goodbyes
 - (B) The Lost Cap
 - (C) Learning to Love Polaroids
 - (D) How to Make New Friends
2. The play says that Marco's eyes suddenly well up. The words "well up" show that . . .
 - (A) Marco hurt his eyes.
 - (B) Marco has been sleeping.
 - (C) Marco feels sad.
 - (D) Marco feels sick.
3. Which sentence from the story supports the answer to question 2?
 - (A) "Are Elmar's friends out there in the water, wondering where he is?"
 - (B) "They look at the setting sun."
 - (C) "A smell like rotting leaves, fish, and algae fills the hallway."
 - (D) "Marco sits on a woven blanket picking loose threads."
4. Megan says that turtles are solitary animals. The word *solitary* means _____.
 - (A) mean
 - (B) alone
 - (C) slow
 - (D) heavy
5. Why had Elmar been starving?
 - (A) He couldn't find food where he was looking for it.
 - (B) He had a disease, so he wasn't hungry.
 - (C) He couldn't swim.
 - (D) He swallowed a balloon, which prevented him from diving for food.
6. Based on what you learned in the play, you can infer that turtles . . .
 - (A) live in large groups.
 - (B) can eat plants and animals.
 - (C) breathe under water.
 - (D) are hurt very easily.

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 play.

7. How did Elmar get his name? How does Elmar's name show how Marco feels about Mel?
8. At the end, why do you think Lita gives Marco a Polaroid camera?

Sea Turtle Summer Quiz

Directions: Read the play *Sea Turtle Summer* in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. Which new title would best suggest the theme, or message, of this play?

- (A) *Life Is Sad*
- (B) *Boating in Florida*
- (C) *Wildlife in the Water*
- (D) *The Beauty Behind the Clouds*

2. Which sentence from the play supports the answer to question 1?

- (A) "You can't have a glorious sunset like this without the clouds."
- (B) "But it's a Red Sox cap! Mel got me that one in Boston."
- (C) "Marco, Mel, Lita, and Lolo are on a boat."
- (D) "Poor guy looks close to starving."

3. Which of the following is NOT mentioned as a fact about sea turtles?

- (A) They can be huge.
- (B) They live long lives.
- (C) They are loners.
- (D) They sleep a lot.

4. The play says that Marco's eyes suddenly well up. The words "well up" show . . .

- (A) that Marco has an allergy.
- (B) that Marco does not want to look.
- (C) that Marco is almost crying.
- (D) that Marco is feeling sick.

5. Why does Marco ask about Elmar's friends?

- (A) He misses Mel.
- (B) He hopes to keep Elmar.
- (C) He is making conversation.
- (D) He is studying turtle behavior.

6. Why had Elmar been starving?

- (A) He couldn't find food.
- (B) He ate trash, which blocked his intestines.
- (C) He had a disease and wasn't hungry.
- (D) He was injured.

7. Which character trait best describes Marco?

- (A) thoughtful
- (B) shy
- (C) confident
- (D) rude

8. Which line from the play best supports the answer to question 7?

- (A) "What if we combine our names?"
- (B) "Why would a turtle eat a balloon?"
- (C) "Marco bites his lip."
- (D) "Look how feisty he is."

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 play.

9. How does Marco's behavior throughout the play tell you how he feels about Elmar? Give three examples to support your answer.

10. How have Marco's feelings changed by the end of the story? What do you think he will tell Mel in his letter?



Name: _____ Date: _____

Write an Opinion Essay

Directions: Read the article "Should You Handwrite Thank-You Notes?" in the May/June 2020 issue of *Storyworks*. Fill in the chart on page 29. Then follow the steps below to write an opinion essay.

BEFORE YOU WRITE: CHOOSE YOUR SIDE

An opinion essay is all about stating a view and using evidence to try to convince your readers to agree with you. First, decide where you stand. Should people handwrite their thank-yous?

Check the box next to the point of view you will support in your essay.

☐ Yes! Write away! ☐ No! A text is plenty!

PARAGRAPH 1: INTRODUCTION

The introduction should get readers' attention, tell them a bit about the topic, and clearly state your opinion.

Write a hook to get readers interested: _____

Write a sentence or two explaining what the debate is all about: _____

Write a sentence that clearly states your opinion on the topic: _____

Continued on next page >



Name: _____ Date: _____

Write an Opinion Essay, p. 2

PARAGRAPH 2: REASONS AND EVIDENCE

You've already started this part! Your three reasons should be listed in either the "Yes" or the "No" column on page 29. Copy them on the numbered lines below. After each one, add evidence—facts, details, or examples—to support the reason.

Reason 1: _____

Evidence: _____

Reason 2: _____

Evidence: _____

Reason 3: _____

Evidence: _____

Continued on next page >



Name: _____ Date: _____

Write an Opinion Essay

Directions: Read the article "Should You Handwrite Thank-You Notes?" in the May/June 2020 issue of *Storyworks*. Fill in the chart on page 29. Then follow the steps below to write an opinion essay.

BEFORE YOU WRITE: CHOOSE YOUR SIDE

An opinion essay is all about stating a view and using evidence to try to convince your readers to agree with you. First, decide where you stand. Should people handwrite their thank-yous?

Check the box next to the point of view you will support in your essay.

☐ Yes! Write away! ☐ No! A text is plenty!

PARAGRAPH 1: INTRODUCTION

The introduction should get readers' attention, tell them a bit about the topic, and clearly state your opinion.

Write a hook to get readers interested: _____

Write a sentence or two explaining what the debate is all about: _____

Write a sentence that clearly states your opinion on the topic: _____

Continued on next page >



Name: _____ Date: _____

Write an Opinion Essay, p. 2

PARAGRAPHS 2, 3, AND 4: REASONS AND EVIDENCE

You've already started this part! Your three reasons should be listed in either the "Yes" or the "No" column on page 29. You can make each one into a topic sentence for a paragraph that supports your opinion. After the topic sentence, add evidence to support the reason. Use facts and details from the article, plus any other examples you can think of or evidence you find from other sources.

PARAGRAPH 2

Topic sentence, stating a reason: _____

Evidence: _____

Continued on next page >



Name: _____ Date: _____

Write an Opinion Essay, p. 3

PARAGRAPH 3

Topic sentence, stating another reason: _____

Evidence: _____

PARAGRAPH 4

Topic sentence, stating another reason: _____

Evidence: _____

Continued on next page >



Name: _____ Date: _____

Write an Opinion Essay, p. 4

PARAGRAPH 5: MENTION THE OTHER SIDE

Think about a point that someone on the other side of the debate might make. How would you respond? Start this paragraph by mentioning the other side, then explain why you disagree with it.

What the other side might say: _____

Why you disagree: _____

PARAGRAPH 6: CONCLUSION

The last paragraph of your essay is the conclusion. You should write a few sentences restating your main points—but don't add any new ideas. Remember, this is the last thing your readers will see, so make sure to remind them how you've shown that your opinion makes sense.

FINAL STEP!

Now copy your work onto a separate sheet of paper. Remember to indent at the beginning of each paragraph, and use transition words where necessary. Don't forget to proofread!

Name: _____

Opinion Essay Toolkit

Use the words, phrases, and ideas below to help you write a powerful opinion essay!

1. INTRODUCTION PARAGRAPH

Writing Your Hook

The beginning of your essay is called the hook because it “hooks” your readers’ attention. Here are some ideas for writing a great hook:

- **Question:** Ask your readers a question that leads them to take your side on the issue.
Example: What would a school birthday party be without cupcakes?
- **Quotation:** Start with a powerful quote from a well-known person. (Don’t forget to mention the source!)
Example: Albert Einstein once said, “Imagination is more important than knowledge.”
- **Short experience:** Start with a few sentences describing something that happened to you or someone else, to show your main point.
Example: Twelve-year-old Sarah Patel was texting her sister while walking to school one morning. All of a sudden—SMACK. She slammed right into a brick wall.
- **Surprising Fact:** Catch your readers’ attention with a piece of information they aren’t likely to know.
Example: American elementary school students produce 1.2 billion pounds of lunch trash every year.
- **Vivid Scene:** Use descriptive details to drop your readers into a scene to make your point.
Example: The sky is dazzlingly blue. A warm breeze carries the scent of wildflowers. Something floats up lazily from behind the trees—a bird? A butterfly? No: a plastic bag.

Words and Phrases for Stating Your Opinion

I think/believe that
I am confident/certain that
I support/oppose
In my opinion
From my point of view
It is clear that
Without a doubt
The fact is
In truth

Don’t forget to put a comma after the words that introduce the main part of a sentence!



Name: _____

Opinion Essay Toolkit, p. 2

2. BODY PARAGRAPH(S): REASONS AND EVIDENCE

Transition Words and Phrases: Giving Your Reasons

Use these words or phrases
to introduce each reason you give.

First/second/third	Furthermore
To begin with	In addition
One reason is	Most important
Next	Of course
Besides	Finally

Transition Words and Phrases: Providing Evidence

Use these words or phrases
to introduce the details or examples
that support your reasons.

For example/instance	Specifically
In fact	In particular
As evidence	To illustrate
In support of this	This can be seen

Words and Phrases for Arguing Against the Other Side: Introducing the Other Side (Optional)

Use these words or phrases
to introduce the other side.

Opponents may argue	Even though some claim
I realize some may believe	Some people favor
I understand others feel	It may be that you support

Words and Phrases for Arguing Against the Other Side: Explaining Why You Disagree (Optional)

Use these words or phrases
to explain why you disagree.

However	Nevertheless
But I doubt	Even so
Yet I question	On the contrary
On the other hand	But let me explain

3. CONCLUSION PARAGRAPH

Words and Phrases for the Conclusion Paragraph

Use these words and phrases for your conclusion.

For all these reasons	On the whole	To sum it up	You can see why
As you can see	In short	As I have said	Therefore
As I have noted	In conclusion	To summarize	The time has come to

Debate Quiz

Directions: Read the debate “Should You Handwrite Thank-You Notes?” in the May/June 2020 issue of *Storyworks*. Then fill in the bubble next to the best answer for each question below.

1. What would be another good name for this debate?

- (A) “Be Kind: Send a Thank-You Note”
- (B) “Get With the Times: Text a Thank-You”
- (C) “To Write or to Text a Thank-You?”
- (D) “Are Texts the New Thank-You Notes?”

2. Which line from the debate supports the argument that it’s better to handwrite a thank-you note?

- (A) “. . . you’re busy with homework and band . . .”
- (B) “. . . it was sweet of you to text . . .”
- (C) “. . . it’ll take you 10 minutes . . .”
- (D) “. . . a letter takes extra effort . . .”

3. The sentence “And while it’ll take you 10 minutes to write the note, we know that Aunt Laura will cherish it for way longer” suggests that . . .

- (A) 10 minutes is a long time.
- (B) 10 minutes is not very long.
- (C) 10 minutes is longer than it should take.
- (D) 10 minutes is not enough time to spend.

4. In the article, what does a “letter by hand” mean?

- (A) a note that’s written in cursive
- (B) an email that’s typed and signed
- (C) a letter handed to someone in person
- (D) a letter written in pen or pencil

5. According to Isaac, what did he do to make his aunt feel loved?

- (A) sent her a handwritten note
- (B) put emojis in his text message
- (C) bought her a gift on her birthday
- (D) built her a special spaceship out of LEGO bricks

6. Based on the article, Isaac and his parents agree that . . .

- (A) more effort means more appreciation.
- (B) band practice is the most important thing.
- (C) Isaac should thank Aunt Laura for the LEGO set.
- (D) Isaac should spend more time communicating with his aunt.

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. Isaac mentions a number of problems with handwriting thank-you notes. Choose one and explain how the problem could be solved.

8. How else might Isaac show his gratitude besides writing a thank-you note?



Name: _____ Date: _____

Grammar Scavenger Hunt

Directions: Review the rules for subject/verb agreement. Then complete the scavenger hunt below!

Rules for Subject/Verb Agreement

1. If the subject of a sentence is one person or thing (singular), the verb must be singular. In most cases, add -s or -es to the verb.

Example: "When you close the lid, waste drops into a pan." (p. 13)

2. When the subject is more than one person or thing (plural), the verb must be plural. Do not add an ending to the verb.

Example: "These sticky blobs trap all kinds of stuff . . ." (p. 12)

3. A subject and verb must match, even if there are words in between them.

Example: "One rescuer carefully lifts it out of the water." (p. 24)

4. Be careful of these tricky verbs: is/are, has/have, does/do.

Example: "Fatbergs are a problem in cities with older sewer systems." (p. 12)

1. Read the following lines from Scene 1 of the play *Sea Turtle Summer* on page 23.

Circle the verb or verbs in each sentence.

"N1: Lolo swings the boat around."

"N2: Marco points at something in the water."

"N3: Lolo steers the boat toward the object."

Why do the verbs in these sentences end in -s?

Continued on next page >



Name: _____ Date: _____

Grammar Scavenger Hunt, p. 2

2. Look at Scene 3 on page 24. We've rewritten some of the lines. Fill in the blanks in the rewritten sentences with the correct form of the verb.

A. In the following lines, we've changed the subject of each sentence from one person or thing (singular) to more than one person or thing (plural):

"Dr. Hayes: The X-rays _____ there's something blocking his intestines."

"Dr. Hayes: When trash and debris _____ stuck in turtles, it can cause their bodies to fill up with gas."

"N1: Two smiling women _____ up."

B. In the following lines, we've changed the subject of each sentence from more than one person or thing (plural) to only one person or thing (singular):

"N2: Marco _____ with Dr. Hayes outside an exam room."

"N3: Through a window, he _____ the rescued turtle hooked up to beeping machines."

3. Turn to page 25 and look at the narrators' lines in Scene 5. Fill in the blanks in these rewritten sentences with a subject that makes sense and is correct:

"N1: _____ sit on a woven blanket picking loose threads."

"N2: _____ sit in chairs beside him."

"N1: _____ looks out at the setting sun."

4. Go to page 3. Read the last paragraph of the article "Nature's Firefighters." Imagine that instead of many goats, the article is about only one goat. Rewrite the paragraph, replacing "goats" with "the goat" and "they" with "it."

Name: _____ Date: _____

Time Travel Through Fun!

Directions: Read the infographic on page 32 of the May/June 2020 issue of *Storyworks*. Then complete the activity below to help you write a paragraph about which three historical ways of having of fun you'd want to experience.

A. Read the headline and subtitle of the infographic. Then read the prompt in the Write to Win box. What will you explain in your paragraph?

Use your answer to write an opening sentence for the paragraph, introducing the topic:

B. Eight activities, games, or toys are featured in the infographic. Each is accompanied by a burst that gives details about it. Choose your favorite five. Write the name of the item or activity first. Then, in your own words, write a sentence with key details about its history.

1. Activity/Game/Toy: _____

Key Details: _____

2. Activity/Game/Toy: _____

Key Details: _____

3. Activity/Game/Toy: _____

Key Details: _____

4. Activity/Game/Toy: _____

Key Details: _____

5. Activity/Game/Toy: _____

Key Details: _____

Continued on next page >

Name: _____ Date: _____

Time Travel Through Fun!, p. 2

C. Which three activities or items that you wrote in Part B would you choose to experience if you took a trip back in time? Explain why you chose these three, including why you think they'd be fun.

Choice 1: _____

Choice 2: _____

Choice 3: _____

D. Look over what you've written. Write a concluding sentence that summarizes your ideas.

E. You're ready to write! Use your topic sentence, key details, and conclusion to write a paragraph explaining which three stops you would make on "The History of Fun" path if you took a trip back in time.



STORYWORKS®

Whole-Issue Glossary May/June 2020



"THE CHILDREN WHO ESCAPED THE NAZIS"

agonizing: causing great pain or suffering

feat: a big achievement that requires a lot of strength, skill, or courage

humiliating: making someone feel very embarrassed or ashamed

intolerance: the refusal to accept views, beliefs, or behaviors that are different from your own

marks: the name for the money used in Germany until 2002

minority: a number that is less than half of the total

occupied: having been taken over and settled by a foreign army

prejudice: dislike of a person or group because of their race, religion, or other factor

refugees: people forced to leave their homes because of war, hunger, natural disasters, or other dangers

synagogues: special buildings where Jews meet to worship and learn about their religion

"THE GREAT STINK"/"TOILETS OF THE FUTURE"

epidemics: widespread outbreaks of disease that spread quickly

fertilizer: a natural or chemical material that is added to soil to make it better for growing plants

intricate: having many complicated or connected parts

microscopic: too small to be seen without a microscope

organic: coming from living things

poverty: the condition of being very poor

putrid: strongly unpleasant or foul

sanitation: ways of getting rid of waste and trash to keep places free of dirt and disease

scorching: extremely hot

sewage: waste carried away in sewers

Continued on next page >



STORYworks®

Whole-Issue Glossary, p. 2

"A RECIPE FOR DISASTER"

kimchi and BBQ beef: These dishes are part of Korean cooking. Kimchi is spicy pickled vegetables; cabbage is a popular kind. Korean BBQ beef is sliced beef that's soaked in a sauce and then grilled or fried in a pan.

jerk chicken: Jerk chicken is from Jamaica. The chicken is rubbed with a hot, spicy mixture before being cooked.

borscht: Borscht is a beet soup that comes from Russia and Eastern Europe.

soda bread: An Irish specialty, soda bread is a slightly sweet bread that's made with baking soda instead of yeast. It often has raisins in it.

corn bread: Corn bread was first made by Native Americans. It's often part of Southern U.S. cooking and is made with cornmeal.

yakitori: A Japanese dish, yakitori is chicken that's seasoned and cooked on a skewer, or pointy metal or wooden stick.

SEA TURTLE SUMMER

algae: simple water plants, such as seaweed or pond scum

amputate: to cut off a body part

circulation: movement of blood through the body

conservationists: people who work to protect animals, plants, and other parts of the natural world

feisty: playful or lively

gingerly: very cautiously or carefully

maneuver: move skillfully

marine: having to do with the sea

solitary: living or spending time alone

Kindertransport Contest

My name: _____

Teacher's name: _____

School name: _____

School address: _____

(Remember to include city, state, and ZIP code!)

School phone: _____

Parent's name and email: _____

See page 9 of the May/June 2020 issue of *Storyworks* for more information about this contest.

My Response

Write a letter or record a video explaining to Lore what you learned from her story about the Kindertransport and why it happened.

Entries will be judged on:

⇒ a clearly stated main idea

⇒ good organization and transitions

⇒ effective use of supporting evidence

⇒ grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.

Turtle Contest

My name: _____

Teacher's name: _____

School name: _____

School address: _____

(Remember to include city, state, and ZIP code!)

School phone: _____

Parent's name and email: _____

See page 26 of the May/June 2020 issue of *Storyworks* for more information about this contest.

My Response

Use the facts you learned from the play, photos, and captions to write a speech that informs people about sea turtles' special qualities and why they're in danger.

Entries will be judged on:

⇒ a clearly stated main idea

⇒ good organization and transitions

⇒ effective use of supporting evidence

⇒ grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.

Word Nerd Contest

My name: _____

Teacher's name: _____

School name: _____

School address: _____

(Remember to include city, state, and ZIP code!)

School phone: _____

Parent's name and email: _____

Visit the *Storyworks* website to find the official rules for this contest.

Directions: Write your own Word Nerd sentence, along with its translation. If we choose yours, you'll be featured as a Real-Life Word Nerd in a future issue, and you'll get a *Storyworks* prize.

My Entry: _____

Translation: _____

History of Fun Contest

My name: _____

Teacher's name: _____

School name: _____

School address: _____

(Remember to include city, state, and ZIP code!)

School phone: _____

Parent's name and email: _____

See page 32 of the May/June 2020 issue of *Storyworks* for more information about this contest.

My Response

Imagine you're taking a trip back in time to have the most fun ever!

Write a paragraph telling which three stops on this path you would make and why.

Entries will be judged on:

⇒ a clearly stated main idea

⇒ good organization and transitions

⇒ effective use of supporting evidence

⇒ grammar, spelling, and punctuation

Continue on another piece of paper if you need more room.