CLOSE-READING QUESTIONS: Read the article “Our Beautiful Town Is Gone” in the October/November 2019 issue. Then go back and reread sections of the article to answer the questions below.

1. Read the first section. What happened to the town of Paradise as the wildfire spread?

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2. Why does Eleanor ask herself, “Am I dreaming?”

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Continued on next page →
Think About It!, p. 2

3. Read “Rising Smoke.” How does the photograph on page 6 help you understand this part of the story?

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Think About It!, p. 3

5. Which details help you understand how quickly the fire spread and how dangerous it was?

6. Read “Beloved Things.” Why did Eleanor’s father tell her to get her most-beloved things?
Think About It!, p. 4


________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

8. Why does Lucas’s mom, Holly, say, “It’s the people that make a town”?

________________________________________________________________________
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Continued on next page →
Why do you think Christian chased after Ace's and John's truck as they drove away?

Read "Together Again." What does Christian's reaction to Ace and John show about his feelings toward them?

Think about the subtitle on page 5 and the photos on pages 8 and 9. What question does the subtitle ask? How do the photos help you answer this question?

Think About It!, p. 5

CRITICAL-THINKING QUESTION (a big question about the whole article):
9. Which key details in this article helped you understand why the Paradise wildfire was so deadly and destructive?

________________________________________________________________________
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PAUSE AND THINK

DIRECTIONS: Below you’ll find the Pause and Think questions from “Our Beautiful Town Is Gone” in the October/November 2019 issue. Read the sections that go along with each question and then answer the Pause and Think questions below.

1. Beginning Section

   PAUSE AND THINK: Why were Eleanor and her dad trying to leave town?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

2. “Rising Smoke” Section

   PAUSE AND THINK: What did the people of Paradise notice that morning?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

Continued on next page ➔
3. “Bigger and Deadlier” Section

PAUSE AND THINK: Why are wildfires bigger and harder to fight now?

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________

4. “Beloved Things” Section

PAUSE AND THINK: Why was it hard to leave Paradise?

________________________________________
________________________________________
________________________________________
________________________________________
________________________________________
5. “Battling Back Flames” Section

PAUSE AND THINK: What was happening in the parking lot?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

6. “Life Continues” Section

PAUSE AND THINK: What is Paradise like now?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
DIRECTIONS: Each of the words in the word box appears in bold in the article “Our Beautiful Town Is Gone” in the October/November 2019 issue. You can find their definitions in the text. Look at how each word is used in the story. Then use the correct term from the word box to fill in the blanks below.

1. My soccer team lost four games in a row. But we are ____________ , so we played hard in the next game and won!

2. My favorite book is about a treasure hunt. When the main characters search a dark cave for the treasure, they carry ____________ for light.

3. Lightning began to flash across the sky. Everyone at the park ran to the clubhouse for ____________ from the storm.

4. The volcano was about to erupt. So police told people to ____________ the area for their own safety.

5. Our camp leader ____________ one end of a twig with a match. Then she used the burning twig to start our campfire.
6. I could see a __________ of smoke rising from our chimney. That’s how I knew that my dad had started a fire in our fireplace.

7. After searching all day, we finally found our lost puppy. He kept wagging his tail because he was so happy to be __________ with us.

8. The last bits of wood from our campfire were still __________. We threw buckets of water on them to make sure a fire didn’t start up again.

Your turn! Write three sentences of your own using at least one word from the word box in each sentence.

1. __________________________________________________________________________

2. __________________________________________________________________________

3. __________________________________________________________________________
**NONFICTION VOCABULARY**

**DIRECTIONS:** Each of the words in the word box appears in bold in the article “Our Beautiful Town Is Gone” in the October/November 2019 issue. You can find their definitions in the text. Look at how each word is used in the story. Then use the correct term from the word box to fill in the blanks below.

- torches
- resilient
- smoldering
- reunited
- refuge

1. My soccer team lost four games in a row. But we are ____________, so we played hard in the next game and won!

2. My favorite book is about a treasure hunt. When the main characters search a dark cave for the treasure, they carry ____________ for light.

3. Lightning began to flash across the sky. Everyone at the park ran to the clubhouse for ____________ from the storm.

4. After searching all day, we finally found our lost puppy. He kept wagging his tail because he was so happy to be ____________ with us.

5. The last bits of wood from our campfire were still ____________. We threw buckets of water on them to make sure a fire didn’t start up again.
Your turn! Write three sentences of your own using at least one word from the word box in each sentence.

1. __________________________________________________________

2. __________________________________________________________

3. __________________________________________________________
“Our Beautiful Town Is Gone” Quiz

DIRECTIONS: Read the article “Our Beautiful Town Is Gone” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. What was the first sign that there was a fire?
   A  ash falling from the sky
   B  the morning sky turning dark
   C  trees burning like giant torches
   D  a plume of smoke rising out of the forest

2. Why weren’t people worried after seeing the plume of smoke?
   A  The fire seemed far away.
   B  They thought it was a cloud.
   C  Firefighters were already fighting the fire.
   D  They knew they could easily get to another town.

3. Which line helps explain why people in Paradise started to panic over the fire?
   A  “California has always had wildfires.”
   B  “The last five years were the hottest on record.”
   C  “Every second, it burned through a chunk of land the size of a football field.”
   D  “He then climbed onto a fire truck with two other firefighters.”

4. Which reason helps explain why people in Paradise started to panic over the fire?
   A  They needed groceries.
   B  They wanted to sell their things.
   C  They wanted to help the firefighters.
   D  They could not find a way out of town.

5. The supermarket parking lot was a safe place because it was:
   A  far from the fire.
   B  filled with people.
   C  protected by firefighters.
   D  surrounded by rivers and ponds.

Continued on next page →
“Our Beautiful Town Is Gone” Quiz, p. 2

6. Which line helps show why it was hard to evacuate Paradise?
   A. “California has always had wildfires.”
   B. “The roads were jammed with traffic.”
   C. “No one was allowed back in Paradise for nearly six weeks.”
   D. “Schools were set up in nearby towns.”

7. What is the main idea of the section “Life Continues”?
   A. Scientists have figured out what started the fire.
   B. People are moving on with their lives after the fire.
   C. Many people tried to leave Paradise during the fire.
   D. Trees are growing again in the forest where the fire started.

8. The author’s purpose in writing this article was probably to:
   A. persuade readers to become firefighters.
   B. give directions to follow for escaping a fire.
   C. describe the different ways that fires can start.
   D. explain how a wildfire affected the people of one town.

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the story.

9. The author begins the story by telling you what will happen later. What reason might she have for starting this way?

10. Lucas’s mom says, “It’s the people that make a town.” What does she mean?
“Our Beautiful Town Is Gone” Quiz

DIRECTIONS: Read the article “Our Beautiful Town Is Gone” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. Another good title for this article is:
   A “Rebuilding Paradise.”
   B “The Evacuation Plan.”
   C “California’s Deadliest Wildfire.”
   D “Wildfires, Tornadoes, and Hurricanes.”

2. What caused the wildfire?
   A flames from a campfire
   B sparks from an electrical wire
   C a fire that spread from a house
   D a torch that was dropped by accident

3. What made the fire more dangerous?
   A ash
   B rain
   C wind
   D daylight

4. Which line from the article best supports the answer to question 3?
   A “The morning sky was midnight dark.”
   B “He stared at the growing cloud, worried.”
   C “A powerful wind was picking up pieces of burning trees.”
   D “The roads were jammed with traffic.”

5. What example does the article give of people being reunited?
   A Kevin continues to drive a school bus.
   B Parents met up with their kids in Chico.
   C Josh told his family to quickly leave town.
   D The townspeople set up new schools in nearby towns.

6. What is Paradise like today?
   A still burning
   B mostly empty
   C back to normal
   D in the middle of being rebuilt

Continued on next page →
“Our Beautiful Town Is Gone”
Quiz, p. 2

Short Answer

DIRECTIONS: Answer the question below in a short, well-written paragraph. Make sure to use details from the article.

7. Why have wildfires in California become bigger and harder to fight in recent years?

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"Our Beautiful Town Is Gone" Quiz

DIRECTIONS: Read the article "Our Beautiful Town Is Gone" in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. The article is mainly about:
   A the history of Paradise, California.
   B how wildfires have changed over time.
   C wildfires around America.
   D how people in Paradise reacted to a fire.

2. Which is true of the people who first built Paradise in the 1800s?
   A Many became rich from the gold they found.
   B They enjoyed living in the California wilderness.
   C They enjoyed eating pancakes at Debbie’s Restaurant.
   D They liked living in a large, bustling town.

3. What has caused wildfires to become harder to fight in recent years?
   A cooler temperatures
   B bustling towns
   C electrical wires
   D climate change

4. Which phrase from the story supports the answer to question 3?
   A “… sparks from a faulty electrical wire had ignited dry grass on a remote hillside.”
   B “… the smoldering brush quickly exploded into a raging wall of flames.”
   C “The weather … around the Earth has been getting hotter and less predictable.”
   D “They built new towns, places like Paradise.”

Continued on next page ➔
5. The wildfire was able to spread across the Feather River because of the:
   A dry grass.
   B tall trees.
   C wet ground.
   D strong winds.

6. Why did some people abandon their cars during the fire?
   A Roads were blocked.
   B Their cars were too full.
   C They didn’t want their cars to catch fire.
   D They didn’t know where they were going.

7. What conclusion can you draw from “Our Beautiful Town Is Gone”?
   A People survive disasters only when they focus on their own safety.
   B People in Paradise helped each other to get through difficult times.
   C Forest fires are unusual in California.
   D Forest fires are impossible to contain.

8. Which line from the story supports the answer to question 7?
   A “But in recent years, America’s wildfires have become bigger and harder to fight.”
   B “Paradise had been threatened before ...”
   C “Nobody knows what the future will bring for Paradise.”
   D “We are resilient, and I’m certain we will rebuild a beautiful Paradise together.”

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the article.

9. What are two descriptive details the author uses to help you feel as if you were in Paradise during the fire?

10. Briefly describe the experience of one person featured in the article, from the time the fire started to the present.
**Nonfiction Reading Kit**

Use this kit to help you build important reading skills as you explore the article “Our Beautiful Town Is Gone” in the October/November 2019 issue.

**KEY DETAILS**

**DIRECTIONS:** In the nonfiction article “Our Beautiful Town Is Gone,” author Lauren Tarshis uses many key details to help you understand what the people of Paradise went through during and after the fire. Follow the prompts in this activity to find those details and prepare to respond to the writing prompt on page 9.

<table>
<thead>
<tr>
<th>1. Using a highlighter or sticky note, mark key details in the article that tell how the fire grew and spread to Paradise. Write the details you find here. We’ve done one for you. <em>(Hint: You’ll find lots of details in the sections “Rising Smoke,” “Bigger and Deadlier,” and “Battling Back Flames.”)</em></th>
<th>“But then Kevin saw smoke rising out of the forest in the distance.”</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
2. Explain the most important thing you learned about how wildfires start and spread from the key details.

3. Using a different color highlighter or sticky note, mark key details in the article that tell what Paradise is like today. Write the details you find here. We've done the first one for you. *(Hint: You'll find lots of details in the section “Life Continues.”)*

4. Explain the most important thing you learned about how a wildfire affects a community from the key details.
Nonfiction Reading Kit

Use this kit to help you build important reading skills as you explore the story “Our Beautiful Town Is Gone” in the October/November 2019 issue.

SEQUENCING

REMEMBER! Sequencing is putting events in the order in which they happened.

DIRECTIONS: Put the events in order. We’ve numbered the first and last ones for you.

A.

1. People wake up in Paradise thinking everything is normal.
2. People discover that their homes are burned down.
3. People see a plume of smoke rising out of the forest ten miles away.
4. People evacuate the town of Paradise.
5. The fire burns for 16 more days.
6. Firefighters begin fighting the fire.
7. People plan on rebuilding their town together.
8. Six weeks later, people are allowed to return to Paradise.
9. The fire starts to move toward Paradise with terrifying speed.
10. Sparks from an electrical wire ignite the dry grass on a hillside.

B.

DIRECTIONS: Use the events above to write a paragraph about what happened in Paradise, California. Be sure to use transition words such as first, next, then, and last.
Research Kit

DIRECTIONS: Read the article “Our Beautiful Town Is Gone” in the October/November issue. Then follow the steps below, which will lead you on a research journey inspired by the story.

STEP 1: Reread the sections “Beloved Things” and “Battling Back Flames.” Think about what the people of Paradise, California, did during the wildfire. What steps did they take to survive? Then ask yourself the big question that will guide your research.

What can people do to survive natural disasters?

Start by getting some background information from these resources:

- https://www.ready.gov/kids/maps

STEP 2: To explore the question even more, follow the research path below.

Choose another natural disaster that affects people

Find stories about how to survive these natural disasters. You can choose:

- earthquakes
- hurricanes
- tornadoes
- volcanoes

Continued on next page
Research Kit, p. 2

STEP 3: Ask more questions

- What happens during this natural disaster?
- When and where does this natural disaster occur?

Hunt for answers

Visit the library and ask your librarian or teacher to help you find nonfiction books about your topic. You can also search for information online, but make sure you’re using trustworthy resources. Those include encyclopedias, well-known newspapers and magazines, well-known organizations, and government websites. Some examples:

- earthquake: https://www.ready.gov/kids/know-the-facts/earthquakes
- hurricane: https://www.ready.gov/kids/know-the-facts/hurricanes
- tornado: https://www.ready.gov/kids/know-the-facts/tornado
- volcano: https://www.ready.gov/kids/know-the-facts/volcano

STEP 4: Create a dazzling final product!

Choice 1: Create a brochure to teach others about the natural disaster you chose. Explain what happens during this natural disaster and how to prepare for it.

Choice 2: Imagine your best friend is taking a trip to where a natural disaster could take place. Write him or her a letter describing what to do to stay safe.

Choice 3: Write and illustrate a comic about a family that works together to survive a natural disaster.
ENTRY FORM

Fire Contest

My name: ____________________________ Grade: ____________

Teacher’s name and email: ________________________________

School name: __________________________________________

School phone number: _________________________________

School address: ________________________________________

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

Your Task

Write a one-page letter to one of the people in the article, telling them what you learned about the Paradise fire and sharing your own message of hope.

<table>
<thead>
<tr>
<th>Entries will be judged on:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Use of details from the story (but don’t copy word for word!)</td>
</tr>
<tr>
<td>• Grammar, spelling, and punctuation</td>
</tr>
<tr>
<td>• Good organization and transitions</td>
</tr>
<tr>
<td>• Creativity</td>
</tr>
</tbody>
</table>

Continue on the back if you need more room.
Think About It!

CLOSE-READING QUESTIONS: Read the article “The Magical World of Isaac”/“A Very Special Olympics” in the October/November 2019 issue. Then go back and reread sections of the article to answer the questions below.

1. Read the first section of “The Magical World of Isaac.” How does Down syndrome affect Isaac’s life?

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2. Read “A Different Time.” Why does the author say that a long time ago kids like Isaac often had bleak lives?

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Continued on next page ➔
Think About It!, p. 2

3. Why did attitudes about DS change in the 1970s?

4. Read the caption under the photo on page 12. Why do Isaac’s family call themselves the “I Team”?
Think About It!, p. 3

5. Read “Casting a Spell.” Why does the author say that Isaac “could cast a spell on an entire school”?

6. Read “A Very Special Olympics.” Why did Eunice Kennedy Shriver start the Special Olympics?
Think About It!, p. 4

7. Why are the Special Olympics so important?

CRITICAL-THINKING QUESTION (a big question about the articles):

8. How are the main ideas in the stories the same? How are they different?
DIRECTIONS: Each of the terms below appear in bold in “The Magical World of Isaac”/“A Very Special Olympics.” Use the words and definitions in the left column to complete the tasks in the right column. (Hint: If you need help, find the words in the story to see them used in context.)

<table>
<thead>
<tr>
<th>Vocabulary term</th>
<th>What does it mean?</th>
</tr>
</thead>
</table>
| **bleak:** not hopeful | Write an antonym (a word that means the opposite) for **bleak**:

| **intellectual disability:** an illness or injury that limits how a person learns and communicates | Because my school has many students with intellectual disabilities, it also has:
a. many sports teams.
b. extra staff to help those students.
c. great food. |
| **mission:** an important task | Complete the sentence below:
My sister made it her mission to teach me how to ride a bike, so she

Continued on next page →
<table>
<thead>
<tr>
<th>Vocabulary Word</th>
<th>Definition</th>
<th>Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>potential</strong>: the ability to succeed</td>
<td>What should Aiden do to fulfill his potential to become a soccer star?</td>
<td>__________</td>
</tr>
</tbody>
</table>
| **swarmed**: gathered quickly in a large group | Choose the best follow-up sentence to this one: A bunch of bees swarmed into Jack’s backyard.  
 a. He ran into the house.  
 b. He threw water on the grass.  
 c. He wondered where they went. | |
| **thrive**: succeed | Write a sentence using the word **thrive**: ________________  
 ________________  
 ________________ | |
**Paired Texts Vocabulary**

**DIRECTIONS:** Each of the terms below appear in bold in “The Magical World of Isaac”/“A Very Special Olympics.” Use the words and definitions in the left column to complete the tasks in the right column. (Hint: If you need help, find the words in the story to see them used in context.)

<table>
<thead>
<tr>
<th><strong>Vocabulary terms</strong></th>
<th><strong>What does it mean?</strong></th>
</tr>
</thead>
</table>
| **charm:** a way of being that makes you likeable | Write a sentence using the word *charm*:
| | ______________________|
| | ______________________|
| | ______________________|
| **swarmed:** gathered quickly in a large group | Choose the best follow-up sentence to this one:
| | A bunch of bees swarmed into Jack’s backyard.
| | a. He ran into the house.
| | b. He threw water on the grass.
| | c. He wondered where they went. |
| **intellectual disability:** an illness or injury that limits how a person learns and communicates | Because my school has many students with intellectual disabilities, it also has:
| | a. many sports teams.
| | b. extra staff to help those students.
| | c. great food. |
“The Magical World of Isaac”/“A Very Special Olympics” Quiz

DIRECTIONS: Read the articles “The Magical World of Isaac” and “A Very Special Olympics” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question.

1. What was “strange” about the way the kids at Isaac’s school played soccer?
   A. They had three teams on the field.
   B. They each kicked the ball just once.
   C. They played the game with a football.
   D. They kicked the ball to Isaac, not a goal.

2. Experts used to believe that people with Down syndrome couldn’t:
   A. see.
   B. hear.
   C. learn.
   D. speak.

3. When did attitudes about Down syndrome begin to change?
   A. in the 1790s
   B. in the 1840s
   C. in the 1880s
   D. in the 1970s

4. Which line shows that Isaac has great learning potential?
   A. “They want to make sure that Isaac learns as much as he can.”
   B. “He needed a lot of help and encouragement from his teachers.”
   C. “He was a better reader than many third-graders.”
   D. “Being with him gave me a calm and peaceful feeling.”

5. Which word best describes Isaac’s school?
   A. scary
   B. boring
   C. supportive
   D. unpleasant

6. Who inspired Eunice Kennedy Shriver to start the Special Olympics?
   A. Isaac
   B. Isaac’s grandmother
   C. President Kennedy
   D. her sister Rosemary

Continued on next page ➔
“The Magical World of Isaac”/“A Very Special Olympics” Quiz, p. 2

7. Both Isaac’s school and the Special Olympics are places where:
   A kids play on a blacktop.
   B athletes can win medals.
   C teachers provide a lot of help.
   D people with intellectual disabilities thrive.

8. Which line from “A Very Special Olympics” best supports the answer to question 7?
   A “It was started 51 years ago.”
   B “Shriver wanted to help change that.”
   C “More than a million volunteers help run the program.”
   D “Dazzling fans with their strength, talent, and bravery.”

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the story.

9. Why did G.J. invite the author to visit Isaac’s school?

10. How are G.J. and Eunice Kennedy Shriver similar?
“The Magical World of Isaac”/ “A Very Special Olympics” Quiz

DIRECTIONS: Read the articles “The Magical World of Isaac” and “A Very Special Olympics” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question.

1. What was “strange” about the way the kids at Isaac’s school played soccer?
   A They had three teams on the field.
   B They each kicked the ball just once.
   C They played the game with a football.
   D They kicked the ball to Isaac, not a goal.

2. Experts used to believe that people with Down syndrome couldn’t:
   A see.
   B hear.
   C learn.
   D speak.

3. When did attitudes about Down syndrome begin to change?
   A in the 1790s
   B in the 1840s
   C in the 1880s
   D in the 1970s

4. Which word best describes Isaac’s school?
   A scary
   B boring
   C supportive
   D unpleasant

5. Who inspired Eunice Kennedy Shriver to start the Special Olympics?
   A Isaac
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   C President Kennedy
   D her sister Rosemary

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   A kids play on a blacktop.
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   D people with intellectual disabilities thrive.
7. Which line from “A Very Special Olympics” best supports the answer to question 7?
   A “It was started 51 years ago.”
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   C “More than a million volunteers help run the program.”
   D “Wowing fans with their strength, talent, and bravery.”

Short Answer

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the story.

8. How are G.J. and Eunice Kennedy Shriver similar?
Paired Texts Reading Kit

Use this kit to help you build important reading skills as you explore the stories “The Magical World of Isaac” and “A Very Special Olympics” in the October/November 2019 issue.

**MAIN IDEA**

Directions: To synthesize means to combine parts from different sources. Answer the questions below to synthesize information from the article “The Magical World of Isaac” (TMWI) and the informational text “A Very Special Olympics” (AVSO). We’ve indicated where you can find each answer.

<table>
<thead>
<tr>
<th>1. What is Down syndrome (DS)? What challenges does it create for people who have it, like Isaac Friedman? (TMWI)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Who helps Isaac succeed? How? (TMWI)</td>
<td></td>
</tr>
<tr>
<td>3. What was life like for people with disabilities such as DS before the 1970s? (both texts)</td>
<td></td>
</tr>
</tbody>
</table>
4. What is the main mission of Special Olympics? (AVSO)

5. Who helps run Special Olympics today? (AVSO)

6. What characteristics do Isaac and Special Olympics athletes share? (both texts)

7. Think about what you wrote in the chart. What main idea do you think both articles share?

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

Use this kit to help you build important reading skills as you explore the stories “The Magical World of Isaac” and “A Very Special Olympics” in the October/November 2019 issue.

**MAKING INFERENCES**

REMEMBER! 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 Magical World of Isaac” and “A Very Special Olympics” 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.

<table>
<thead>
<tr>
<th>Clues</th>
<th>Inferences</th>
</tr>
</thead>
<tbody>
<tr>
<td>Consider these lines from “The Magical World of Isaac”:</td>
<td>What can you infer about how Isaac makes other students and the author feel?</td>
</tr>
<tr>
<td>• “As Isaac moved through his day, kids swarmed around him.”</td>
<td></td>
</tr>
<tr>
<td>• “His expression was always warm and accepting. In the hallways, he held my hand.”</td>
<td></td>
</tr>
</tbody>
</table>
# Paired Texts Reading Kit, p. 2

## SKILL BUILDER

### MAKING INFERENCES

**“The Magical World of Isaac”/ “A Very Special Olympics”**  
October/November 2019  
CCSS Anchor Standard: R.1

<table>
<thead>
<tr>
<th>Write two lines from the article that support the inference on the right.</th>
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<td>____________________________________________________________________</td>
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</table>

<table>
<thead>
<tr>
<th>Today, people with Down syndrome and other disabilities face less prejudice than they did in the past.</th>
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<table>
<thead>
<tr>
<th>Consider these lines from the article:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- “Learning took time for Isaac.”</td>
</tr>
<tr>
<td>- “Isaac worked with extreme focus and determination.”</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>What can you infer is one of the main reasons for Isaac’s success at school?</th>
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</tbody>
</table>

Continued on next page
Write two lines from “A Very Special Olympics” that support the inference on the right.

<table>
<thead>
<tr>
<th>Special Olympics has grown a lot since the first World Games in 1968.</th>
</tr>
</thead>
</table>
One of a KIND Contest Kit

Use this kit to help you write the best possible essay!

LEARN FROM WINNING ENTRIES

We were impressed by these essays because they were detailed, honest, and original. The bubbles point out exactly what worked so well. Consider these students’ approaches when you’re writing your essay!

I Am the Way I Am
By Ransym Wheeling

The first day of second grade was a disaster! Everybody was making fun of me because my hair was so frizzy! When I got home I was so sad. Then my mom came up to my room and said, “Don’t let people make fun of you just because you don’t fit in.” So then the next day everybody tried to make fun of me with my frizzy hair but they did not! I said, “You cannot make fun of me just because I have frizzy hair. I am the way I am.” So for the rest of the year they did not bother me again.

This opening sentence hooked us right away!

Every reader can relate to what it feels like to be picked on.

Good detail. And it’s always smart to get a parent’s help when things at school get tough.

Great use of transitions! (“When,” “the next day,” “for the rest of the year”)

This essay is brief, but gets the point across clearly.

“I am the way I am” is a strong message, and connects perfectly to our “One of a KIND” theme.

Continued on next page →
A couple years ago when I found out that my BFF, Gracie, had eye cancer I was very sad. She would have to go to her doctor appointments every day and miss school. She had chemotherapy and she was losing her hair. My other friend, Kaylee, was going to shave all her hair for Gracie. I wanted to do that too, but I was going to miss my hair. I didn’t know if I should or shouldn’t. Later that week I asked my mom to shave my hair, and she shaved it for me.

I was really scared to go to school the next day. Would people make fun of me? My mom had a bunch of hats for me to wear. So when I went to school I wore a hat.

When I went to school I was still scared, but when I saw Kaylee and Gracie I felt better, because I wasn’t the only one with shaved hair. Once my hair grew out a bit, I stopped wearing hats.

Gracie’s cancer is gone now and her hair is growing back. It has been two years since her cancer. All of our hair has grown back and we are still all BFFs, and I am glad her cancer is gone. She is doing very good.

Continued on next page →
SENTENCE STARTERS

To enter our One of a KIND contest, you’ll write a one-page essay about a time when you felt different from everyone, or were an especially good friend to someone who needed one. You’ll include details about the situation, the people involved, and how you felt. To come up with your topic, think about how you would finish these sentences. They could spark the perfect subject to write about!

When I saw a friend* wasn’t being treated kindly, I...

When I wasn’t nice to my friend, I felt...

What I like most about myself is...

I did something just to fit in, but...

My friend made me feel good when...

When I meet someone who is different from me, I...

I felt like my friend really needed someone when...

I felt appreciated when my friend...

A day I’ll never forget is when...

I felt like a good friend when...

* “Friend” could also mean a classmate, teammate, neighbor, or someone you do an activity with.
One of a KIND Kit, p. 4

LET OTHER KIDS INSPIRE YOU

Here are some topics students have written about:

How it feels to be the new kid at school
What it’s like to fit in when you have a peanut allergy
How to be kind to a classmate who struggles in school
Feeling different when you don’t speak English
How hard it can be to make friends when you have a disability
Being kind to a family member who has autism
What it’s like when a parent is sick
How to help a friend who’s being bullied
ENTRY FORM
One of a KIND Contest

My name: ___________________________ Grade: ____________

Teacher’s name and email: ___________________________

School name: _______________________________________

School phone number: ________________________________

School address: _____________________________________

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

Your Task

In a one-page essay, describe a time when you had trouble fitting in, or when you were an especially good friend to someone who needed one. Be sure to include many details.

Continue on the back if you need more room.
CLOSE-READING QUESTIONS: Read the story “I Lost My Tooth In Africa” in the October/November 2019 issue. Then go back and reread sections of the article to answer the questions below.

1. Read the first section. How far does Amina travel from Portland, Oregon, to Bamako, Mali?

2. Read “Family Time.” What details describe where Amina’s family lives in Mali?
Think About It!, p. 2

3. What does Amina probably like the most about her African family’s compound in the evening?

____________________________________________________________________________________

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4. What does the author compare in the sentence “The moon glows like a streetlamp”?

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Continued on next page
Think About It!, p. 3

5. Read “Waiting for Eggs.” How does Amina care for her chickens and what does it show you about her character?

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_________________________________________________________________________

6. Why is the last part of the story called “Goodbye and Hello”?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________
Think About It!, p. 4

CRITICAL-THINKING QUESTION (a big question about the whole story):
7. At the end of the story, Amina says, “And right away I begin to count the days until we come back to Africa.” What details about village life in Mali make Amina excited to return?

________________________________________________________________________
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PAUSE AND THINK

DIRECTIONS: Below you’ll find the Pause and Think questions from “I Lost My Tooth In Africa” in the October/November 2019 issue. Read the sections that go along with each question and then answer the Pause and Think questions below.

1. Beginning Section

PAUSE AND THINK: What does Amina’s dad say happens if you lose a tooth in Africa?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

2. “Family Time” Section

PAUSE AND THINK: What is happening with Amina’s tooth?

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________

________________________________________________________________________________________________________________________________________________________
3. “Where’s the Chicken?” Section

PAUSE AND THINK: What did the African Tooth Fairy bring Amina?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. “Waiting for Eggs” Section

PAUSE AND THINK: What does Amina find in the chicken coop?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Continued on next page →
PAUSE AND THINK: What happened to the eggs?

__________________________
__________________________
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FICTION VOCABULARY

Here are the vocabulary words from the story “I Lost My Tooth In Africa.” Look at their meanings.

continents: large areas of land, such as North America and South America (p. 15)
gourd: a fruit with a hard shell that is for decoration, not for eating (p. 15)
compound: a group of buildings in an enclosed area (p. 16)

benedictions: prayers asking for God's blessing (p. 16)
papaya: a yellowish-green tropical fruit (p. 16)

DIRECTIONS: Select the best answer to each question below.

1. What would you most likely eat if you were hungry?
   a. benedictions
   b. compound
   c. gourd
   d. papaya

2. We crossed two _____________ to get from France to China.
   a. benedictions
   b. compounds
   c. continents
   d. papayas
3. What would you most likely find in a **compound**?
   a. a house  
   b. a bridge  
   c. a country  
   d. a highway

4. My dad used ____________ to decorate our table at Thanksgiving.
   a. benedictions  
   b. compounds  
   c. continents  
   d. gourds

5. What is one thing you can do with **benedictions**?
   a. say them  
   b. win them  
   c. ride them  
   d. plant them

**WORD WORK!**
Which two words in the Word Box are things that grow on plants?

__________________________________________________________________________________________

__________________________________________________________________________________________

Reread the meanings of both words. What is the same about both items?

__________________________________________________________________________________________

What is one way they are different?
“I Lost My Tooth In Africa” Quiz

DIRECTIONS: Read the story “I Lost My Tooth In Africa” in the October/November 2019 issue. Then select the best answer for each question below.

1. At the beginning of the story, why is Amina going to Africa?
   A to live in a new place
   B to buy some chickens
   C to learn about farming
   D to visit her dad’s family

2. How does Amina feel about losing her tooth in Africa?
   A afraid
   B excited
   C unhappy
   D worried

3. What does Amina mean when she says, “The moon glows like a streetlamp”?
   A The moon is hard to see.
   B The moon glints on and off.
   C The moon sits low in the sky.
   D The moon shines with a steady light.

4. Where does Amina brush her teeth?
   A at the papaya tree
   B near the big gourd
   C beside the little creek
   D in her grandma’s house

5. What does Amina find when she turns over the gourd?
   A her tooth
   B some eggs
   C two chickens
   D hatching eggs

6. In the sentence “Early one morning, I open my chicken coop,” coop is closest in meaning to:
   A a large gourd
   B a small dresser
   C a book of prayers
   D a cage for chickens

Continued on next page →
“I Lost My Tooth In Africa” Quiz, p. 2

7. What sentence from the story supports your answer to question 6?
   A “With the first golden rays of the sun, the noisy rooster begins to crow.”
   B “She takes my hand and holds it gently as she begins a long list of benedictions.”
   C “My mom and dad help me build a little house for them under the stairway that leads to Grandma N’na’s roof.”
   D “When I help Aunt Sali with the meals, I like to peel the vegetables because I can feed the peelings to my chickens.”

8. At the end of the story, what makes Amina happy?
   A her lost tooth
   B a hatching egg
   C vegetable peelings
   D the first rays of sunlight

Short Answers

DIRECTIONS: On the back of this page, write your answers to each question in a short, well-written paragraph. Make sure to use details from the story.

9. Do you think Amina finds life in Africa is different from her life back home in the United States? Why or why not? Support your answer with details from the story.

10. At the end of the story, Amina says, “And right away I begin to count the days until we come back to Africa.” What are at least two reasons you think Amina wants to come back to Africa?
“I Lost My Tooth In Africa” Quiz

DIRECTIONS: Read the story “I Lost My Tooth In Africa" in the October/November 2019 issue. Then select the best answer for each question below.

1. Where is Amina going at the beginning of the story?
   - A) Africa
   - B) America
   - C) Oregon
   - D) Portland

2. How does Amina feel about losing her tooth in Africa?
   - A) afraid
   - B) excited
   - C) unhappy
   - D) worried

3. If Amina loses her tooth in Africa, what will the African Tooth Fairy bring her?
   - A) her tooth
   - B) a gourd
   - C) a chicken
   - D) a new tooth

4. What does Amina find when she turns over the gourd?
   - A) her tooth
   - B) some eggs
   - C) two chickens
   - D) hatching chicks

5. In the sentence “Early one morning, I open my chicken coop,” coop is closest in meaning to:
   - A) a gourd.
   - B) a dresser.
   - C) a prayer book.
   - D) a cage for chickens.

6. At the end of the story, why is Amina sad to leave?
   - A) Amina hasn’t lost her tooth.
   - B) Amina must leave her chickens.
   - C) Amina’s eggs haven’t hatched yet.
   - D) Amina’s uncle will care for her chicks.

Continued on next page ➔
“I Lost My Tooth In Africa” Quiz, p. 2

Short Answer

DIRECTIONS: On the back of this page, write your answer in a short, well-written paragraph. Make sure to use details from the story.

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________________________________________________________________________
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Fiction Reading Kit

Use this kit to help you build important reading skills as you explore the story “I Lost My Tooth In Africa” in the October/November 2019 issue.

SETTING

REMEMBER! Setting is the time period and place in which a story happens.

DIRECTIONS: In this story, the author describes the setting to help you understand what is happening and why. Answer the questions below to help you understand the story’s setting.

1. Where does the story take place? How does the author show that this place is very far from Amina’s home?

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________

2. Why does Amina want to lose her tooth in the place where the story is set?

____________________________________________________________________________________________
____________________________________________________________________________________________
____________________________________________________________________________________________
3. What details does the author use to show what the place is like?

________________________________________________________________________________________

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________________________________________________________________________________________

4. Do you think the same story could have taken place anywhere else? Why or why not?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

**Bonus!** At the end of the story, Amina must leave this place and her chickens, but she knows she will return to see them. Think about what will be different about the chickens and the chicken coop when she returns. Draw a picture of how it might look.
Fiction Reading Kit

Use this kit to help you build important reading skills as you explore the story “I Lost My Tooth In Africa” in the October/November 2019 issue.

**PLOT**

REMEMBER! The plot of a story is made up of the events that happen from the beginning to the end. In most stories, a problem comes up, it gets more complicated, something exciting or important happens, and the problem is solved.

**3. Climax**

After her tooth falls out, why does Amina think the African Tooth Fairy has forgotten her? What happens at the end of the day?

**2. Rising Action**

Why does Amina want to lose her tooth in Africa?

**4. Falling Action**

What does Amina see on her last day in Africa, when she goes to say goodbye to her chickens?

**1. Introduction**

Who do you meet at the beginning of the story? Where is Amina’s family going?

**5. Conclusion**

Why is Amina both happy and sad? What does Uncle Madou tell her that makes her smile?
Think About It!

CLOSE-READING QUESTIONS: Read the play *Jack and the Beanstalk* in the October/November 2019 issue. Then go back and reread sections of the play to answer the questions below.

1. In Scene 1, what do you learn about Jack’s character from his actions?

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

2. In Scene 2, how do Jack and Mother feel about the five magic beans that the mysterious Stranger gives Jack?

   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________
   ____________________________________________________

Continued on next page →
Think About It!, p. 2

3. What happens when Mother tosses the beans into the garden?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

4. Read Scene 3. How does the illustration on page 23 help you imagine what happens to Jack in this part of the play?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Continued on next page →
Think About It!, p. 3

5. What reason does Jack give for stealing some of the Giant’s gold coins?

6. In Scene 5, what happens to the hen that Jack stole from the Giant?

Continued on next page
Why do you think Christian chased after Ace's and John's truck as they drove away?

Read "Together Again." What does Christian's reaction to Ace and John show about his feelings toward them?

Think about the subtitle on page 5 and the photos on pages 8 and 9. What question does the subtitle ask? How do the photos help you answer this question?

CRITICAL-THINKING QUESTIONS (big questions about the whole play):
7. How does Jack change by the end of the play?

8. What lesson does Jack learn by the end of the play?
Jack and the Beanstalk Quiz

DIRECTIONS: Read the play Jack and the Beanstalk in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. In Scene 1, why does Jack say he planted only one row of seeds?
   A. He’s hot.
   B. He’s tired.
   C. He’s busy.
   D. He’s hungry.

2. What does the stranger give Jack in exchange for Milky White, the cow?
   A. gold coins
   B. hen’s eggs
   C. magic beans
   D. more potatoes

3. How does Mother feel when she sees what Jack traded for the cow?
   A. angry
   B. grateful
   C. happy
   D. proud

4. In Scene 4, who pushes Jack into the oven?
   A. Mother
   B. the giant
   C. Mrs. Giant
   D. the magic harp

5. In Scene 4, why does the giant wake up and see Jack?
   A. The hen flaps her wings.
   B. An egg rolls off the table.
   C. The harp begins shouting.
   D. Mrs. Giant brings in supper.

6. After he chops down the beanstalk, what does Jack decide to do?
   A. find the hen
   B. plant a garden
   C. steal more coins
   D. go to the market
Jack and the Beanstalk Quiz, p. 2

7. In the sentence “It’s overflowing with tasty things to eat,” what does the word _overflowing_ mean?
   - A. very full
   - B. becoming rotten
   - C. missing
   - D. rotten with water

8. What sentence from the play supports your answer to Question 7?
   - A. “It laid golden eggs!”
   - B. “We have a garden to plant.”
   - C. “Come see your garden!”
   - D. “There’s far more than we need.”

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the play.


10. Why do you think Jack feels differently about working hard at the end of the play than he did at the beginning?
DIRECTIONS: Here are the vocabulary words from the play Jack and the Beanstalk in the October/November 2019 issue. Look at their meanings and look at how each word is used in the play. Then use the correct term from the Word Box to fill in the blanks below.

hunched: bent over
raspy: having a rough sound
swiftly: quickly
shudders: shakes

1. My mom ______ whenever she sees a spider.
2. When Dad carried heavy groceries into the house, he walked with a ______ back.
3. “I have a bad cold,” my sister says with a ______ voice.
4. I don’t want to be late, so I ride my bike ______ to school.

Your Turn! Write three sentences of your own using at least one word from the Word Box in each sentence.

1. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
3.  

Word Work!
The definitions show that *quickly* is a word that has a similar meaning to *swiftly*. Can you think of another word that has a similar meaning to *quickly* and *swiftly*?

What is a word that means the opposite of *quickly* and *swiftly*?
BIG IDEA

REMEMBER! The theme of a story is the big, important idea you understand after reading it.

DIRECTIONS: The play Jack and the Beanstalk has an important theme. Use evidence from the play to answer the questions below.

1. In Scene 1, why don't Jack and his mother have enough to eat?
   ____________________________________________________________
   ____________________________________________________________

2. Read Scene 2. Why do you think Jack trades the cow for magic beans?
   ____________________________________________________________
   ____________________________________________________________

3. In Scene 3, what does Jack steal from the Giant? Why is this risky for Jack?
   ____________________________________________________________
   ____________________________________________________________

Continued on next page ➔
Play Reading Kit, p. 2

4. a. At the beginning of Scene 4, why are Jack and his mother about to run out of food again?
____________________________________________________________________________________________
____________________________________________________________________________________________

b. What does Jack decide to do about it?
____________________________________________________________________________________________
____________________________________________________________________________________________

5. a. What does Jack steal from the Giant in Scene 4?
____________________________________________________________________________________________
____________________________________________________________________________________________

b. What happens next?
____________________________________________________________________________________________
____________________________________________________________________________________________
Play Reading Kit, p. 3

6. a. Read Scene 6. What does Jack do after he realizes he can’t steal from the giant or find the magic hen?

____________________________________________________________________________________________

____________________________________________________________________________________________

b. What happens as a result?

____________________________________________________________________________________________

____________________________________________________________________________________________

Your turn! What is the theme, or big idea, of this play? Use your answers to the questions on this activity to help you.

The theme of this play is that ________________________________________________________________.

The play shows this by ________________________________________________________________.
### Play Reading Kit

Use this kit to help you build important poetry skills as you read the play *Jack and the Beanstalk* in the October/November 2019 issue.

### HOW JACK CHANGES

**DIRECTIONS:** Answer the questions in the chart below to help you determine how Jack changes in *Jack and the Beanstalk*. Use specific examples from the beginning, middle, and end of the play.

<table>
<thead>
<tr>
<th>Stage</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Beginning</strong></td>
<td>In Scene 1, how does Narrator 1 describe Jack? How does Jack feel about working in the garden?</td>
<td>In Scene 1, how does Narrator 1 describe Jack? How does Jack feel about working in the garden?</td>
</tr>
<tr>
<td><strong>Middle</strong></td>
<td>In Scene 3, what does Jack steal from the Giant? What are two reasons Jack thinks stealing from the giant is okay?</td>
<td>In Scene 3, what does Jack steal from the Giant? What are two reasons Jack thinks stealing from the giant is okay?</td>
</tr>
<tr>
<td><strong>End</strong></td>
<td>In Scene 6, after he realizes he can’t steal from the Giant anymore, what does Jack do? What does he plan to do with the vegetables? What does he hope the magic hen is doing?</td>
<td>In Scene 6, after he realizes he can’t steal from the Giant anymore, what does Jack do? What does he plan to do with the vegetables? What does he hope the magic hen is doing?</td>
</tr>
</tbody>
</table>
Play Reading Kit, p. 2

Your turn! Use your responses above to help you respond to the writing prompt on page 25:
Was it okay for Jack to steal from the Giant? In a well-organized paragraph, explain why Jack stole and whether you think it was all right. Include details from the play.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
“Should Regular People Go to Space?” Quiz

DIRECTIONS: Read the debate “Should Regular People Go to Space?” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. According to the article, regular people want to go into space:
   A. to find a job.
   B. for a vacation.
   C. to meet aliens.
   D. because of health reasons.

2. Of the 550 people who have traveled to space, most of them were:
   A. very rich.
   B. astronauts.
   C. regular people.
   D. about 18 years old.

3. The article says, “But others were people who had piles of money to spend on a ticket.” What does the author mean by piles?
   A. lots
   B. hills
   C. types
   D. pieces

4. Which line from the text supports the answer to question 3?
   A. “They don’t just want to leave the country.”
   B. “One man paid $30 million to shoot up to space for 12 days!”
   C. “The trip will be a heart-pounding thrill ride.”
   D. “They’ll float around the spaceship, feeling weightless.”

5. The article lists several reasons why regular people should go to space. Which is not a reason the article lists?
   A. Riders will be thrilled by the blastoff.
   B. Riders can have fun floating around.
   C. Riders will have dazzling views of Earth.
   D. Scientists can study how space travel affects riders.

Continued on next page →
“Should Regular People Go to Space?” Quiz, p. 2

6. To show how fast a rocket blasts off, the author compares the speed of a rocket to that of a:
   A. plane.
   B. wind storm.
   C. practice run.
   D. falling object.

7. Which section tells about the ways life in space can be hard?
   A. the first section
   B. “What a Thrill!”
   C. “Safety First”
   D. all sections

8. In space, to keep from bumping into something while sleeping, you have to:
   A. wear a mask.
   B. strap yourself down.
   C. sleep in a small room.
   D. sleep for only two hours at a time.

Short Answers

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the debate.

9. What might be fun about being in no gravity? What might not be fun?

10. Tell whether or not you think regular people should go to space. Support your answer with details from the text.
“Should Regular People Go to Space?” Quiz

DIRECTIONS: Read the debate “Should Regular People Go to Space?” in the October/November 2019 issue. Then fill in the bubble next to the best answer for each question below.

1. According to the article, regular people want to go into space:
   A to find a job.
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   C to meet aliens.
   D because of health reasons.

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   D Scientists can study how space travel affects riders.

Continued on next page →
“Should Regular People Go to Space?” Quiz, p. 2

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   C practice run. 
   D falling object.

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   A wear a mask. 
   B strap yourself down. 
   C sleep in a small room. 
   D sleep for only two hours at a time.

Short Answer

DIRECTIONS: On the back of this page, write your answer to each question in a short, well-written paragraph. Make sure to use details from the debate.

8. Tell whether or not you think regular people should go to space. Support your answer with details from the text.
**What Do You Think?**

**DIRECTIONS:** Read the debate “Should Regular People Go to Space?” in the October/November 2019 issue. Use this sheet to fill in support for each side.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
<td>3.</td>
</tr>
</tbody>
</table>

**Study the points on both sides of the argument. Then think about your own opinion.**

State your opinion in one sentence below. It can become the opening sentence for an essay on this topic.

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
**Write an Opinion Essay**

**DIRECTIONS:** Read the debate “Should Regular People Go to Space?” in the October/November 2019 issue. Fill in the “What Do You Think?” activity sheet. Then follow the steps below to write an opinion essay.

**Step 1: Choose Your Side**

An opinion essay is all about expressing a view and backing it up with supporting evidence or details. So the first step is to decide what you think. “Should Regular People Go to Space?” Check (✔) the box next to the point of view you will support.

- ✔ Yes!
- ☐ No!

**Step 2: Write an Introduction**

The introduction is where you tell your reader what your essay is going to be about. In an opinion essay, it’s where you grab the reader’s attention and state your opinion. Start with a catchy sentence about the topic. *(Example for a “No” opinion: Did you know a ticket to space costs hundreds of thousands of dollars?)* Then state your opinion on whether regular people should go to space. You may use the sentence you wrote on the debate template.

**Your introduction:___________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

(Continued on next page →)
Write an Opinion Essay, p. 2

Step 3: Find Your Supporting Evidence

You’ve already done most of this on the “What Do You Think?” activity sheet! Copy the reasons you listed for the side you’re taking. Include any extra details you find in the article to support your reasons.

Reason 1: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Reason 2: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Reason 3: ____________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Step 4: Write a Conclusion

The last paragraph of your essay is your conclusion. Write one or two sentences that restate your main idea.

Your conclusion: ______________________________________________________
_____________________________________________________________________
_____________________________________________________________________

Now, on a separate sheet of paper, use what you’ve written here to create your opinion essay.
What Would You Ask John?

DIRECTIONS: Read the article “Meet a Pilgrim Boy” in the October/November 2019 issue. If you could talk to John Billington about his experience, what else would you want to know? Write a paragraph about what you’d ask him. Your questions might cover these topics, or new ones:

- what he ate when he was with the Manomet people
- where he slept
- whether he ever saw the Manomet people again

Be sure to use specific details, and follow the prompts below to write a perfect paragraph.

Remember to indent the first sentence!

If I could speak to John Billington, I would

Tell what your paragraph is mainly about.

Detail 1

Explain what you’re most curious to know about John’s experience.

Detail 2

Describe something else you’d like to learn.

Detail 3

What is one more thing you wish you knew about his adventure with the Manomet people?

Conclusion

Describe what it would be like for you to talk to John.

Topic

Sentence
ENTRY FORM
My True Story Contest

My name: ____________________________ Grade: ____________
Teacher’s name and email: ____________________________
School name: _______________________________________
School phone number: _________________________________
School address: ______________________________________
(Remember to include your city, state, and ZIP code!)

Your Task
Imagine you could talk to John about his experience. What else do you want to know?

Entries will be judged on:
• Grammar, spelling, and punctuation
• Good organization and transitions
• Creativity

Continue on the back if you need more room.
Grammar Rules:
A contraction shortens a word or it puts two words together with an apostrophe in the place of the missing letters. For example, “they have” becomes they’ve, “he is” becomes he’s, and “cannot” becomes can’t.

DIRECTIONS: For each space below, write in the contraction that is formed by shortening the word or combining the two words in parentheses. We’ve done the first one for you.

1. People from many cultures have turned bodies into mummies. Why? They believed there was life after death, and they thought they’d (they would) live forever if their body was made into a mummy.

2. Some of the fanciest mummies were in Egypt. The mummy of a king would be placed in a painted coffin. The coffin was kept in a building called a tomb. The tomb was filled with everything he would need in his next life. You will not (will not) believe this, but some tombs even included boats!

3. The most famous mummy was King Tut of Egypt. He began ruling when he was 9 and died at age 19. He was buried in a tomb with 5,000 of his favorite objects. (Guess he did not (did not) like to give anything away!)

4. People believed that if you disturbed a mummy’s tomb, you would (you would) die. This did not (did not) stop the scientist who discovered King Tut’s tomb. He and his workers explored it anyway — and many of those workers died soon afterward. (It is) known as King Tut’s curse.

Continued on next page →
5. Last year, scientists in Egypt discovered the mummy of a woman in nearly perfect condition. Scientists believe she died more than 3,000 years ago. ______________ (That is) one old lady!

6. Today, ______________ (there is) a company that will turn pets into mummies. ______________ (We are) not sure whether ______________ (that is) sweet or creepy!
Scavenger Hunt

CONTRACTIONS

DIRECTIONS: Review the rules for contractions. Then search through the issue to complete the scavenger hunt below!

**GRAMMAR RULE**

Combine two words by putting an apostrophe where letters are removed.

**Examples:** They’re (p. 2) is made up of “They” and “are,” That’s (p. 2) is made up of “That and “is,” and aren’t (p. 3) is made up of “are” and “not”

1. Go to pages 7 and 8 in the story “Our Beautiful Town Is Gone.” Reread the section “Beloved Things” and find two contractions that include the word “not.”
   1. _______________________________
   2. _______________________________

2. Go to the article “A Very Special Olympics” on page 13. Write the sentence that includes the contraction that means “It is.”
   ____________________________________________________________

3. Go to page 19 in the story “I Lost My Tooth In Africa.” Reread these lines from the story: “Just then, another egg hatches. I am very happy. But I’m sad too. I don’t want to leave my chickens behind.”
Scavenger Hunt, p. 2

Find a pair of words and the contraction they work together to create.

1. (pair of words) ____________________ and ____________________
2. (contraction) ____________________

4. Go to page 21 in the play Jack and the Beanstalk. Reread Scene 1. List the four contractions on the page. Then write the words that work together to create them.

   1. __________ comes from the words ____________________ and ____________________
   2. __________ comes from the words ____________________ and ____________________
   3. __________ comes from the words _________________ and ____________________
   4. __________ comes from the words ____________________ and ____________________

5. Go to the debate on page 26. Reread the second paragraph of the section “What a Thrill!” Why do you think the contractions They’ll, That’s, and there’s are used instead of “They will,” “That is,” and “there is”?

____________________________________________________________________________________
____________________________________________________________________________________

6. Go to My True Story on pages 28-29. Write one sentence to add to the end of the story. Include the name of a person in your sentence. Include at least one contraction. Follow the rules for contractions when writing your sentence.

____________________________________________________________________________________
____________________________________________________________________________________

____________________________________________________________________________________
Ned’s Feeling Nervous

Here are idioms that describe feeling nervous:

1. “You’re a bundle of nerves.”
2. “You’re on pins and needles.”
3. “You’ve got butterflies in your stomach.”

DIRECTIONS: Write a paragraph describing a time you felt like Ned. Include at least one of the idioms above.

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
Think About It!

CLOSE-READING QUESTIONS: Read the poem “October Saturday” in the October/November 2019 issue. Then go back and reread sections of the article to answer the questions below.

1. a. What does the poet compare the leaves to in the beginning of the poem?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

b. What do the leaves and cornflakes have in common?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

2. Why does the poet compare the leaves to cornflakes spilled from a box tipped over by a “giant’s baby brother”?

____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

____________________________________________________________________

Continued on next page
Think About It!, p. 2

3. How do the title and the photograph help you understand the setting of the poem?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. In the first stanza, what words describe the sound the leaves make?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Continued on next page →
Why do you think Christian chased after Ace's and John's truck as they drove away? Read “Together Again.” What does Christian's reaction to Ace and John show about his feelings toward them?

Think About It!, p. 3

5. In stanza 2, what words identify the speaker in this poem?

6. What does the poet compare the autumn leaves to in stanza 2?
Think About It!, p. 4

7. In stanza 3, what is the narrator's mother doing?

8. Why does the narrator dream about the box marked “SUMMER”?

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# FEATURED SKILL: METAPHOR

**REMEMBER!** Metaphor is a device used to compare one thing to an unlike thing.

**DIRECTIONS:** Below, you’ll see a few of the metaphors from “October Saturday” in the October/November 2019 issue. Explain what each metaphor means. We’ve done the first one for you.

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>What does it mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td>“All the leaves have turned to cornflakes.”</td>
<td>It means the leaves have become hard and crunchy.</td>
</tr>
<tr>
<td>“When the wind blows, they rattle against each other, nervously chattering.”</td>
<td></td>
</tr>
<tr>
<td>“Piles and piles of cornflakes! A breakfast for a whole family of giants!”</td>
<td></td>
</tr>
<tr>
<td>“I am dreaming of the box marked SUMMER.”</td>
<td>Hint: What is the box a metaphor for? What is the narrator really dreaming of?</td>
</tr>
</tbody>
</table>
Poetry Reading Kit, p. 2

**Bonus!** Similes and metaphors both compare one thing to a different thing. Similes use the words *as, as if, or like* to show how one thing is similar to another. Metaphors say that one thing *is* another thing.

Simile: “He was as sneaky as a fox as he crept across the yard.”
Metaphor: “He was a fox as he crept across the yard.”

Read these lines from the poem:
“It looks as if some giant’s baby brother had tipped the box and scattered them upon our lawn—”

Are the lines a simile or a metaphor?

_________________________________________________________________________________

How do you know?

_________________________________________________________________________________

_________________________________________________________________________________
Whole-Issue Glossary

“Our Beautiful Town Is Gone” (pp. 4-9)

- Torches: long sticks that burn brightly at one end
- Plume: something, such as smoke, that rises in the air in a tall, thin shape
- Ignited: caused to begin burning
- Smoldering: burning slowly without flames
- Evacuate: to leave a dangerous place
- Refuge: shelter from danger
- Reunited: brought back together
- Resilient: able to become strong again

“The Magical World of Isaac”/“A Very Special Olympics” (pp. 10-13)

- Bleak: not hopeful
- Potential: the ability to succeed
- Mission: an important task
- Swarmed: gathered quickly in a large group
- Thrive: succeed
- Intellectual disability: an illness or injury that limits how a person learns and communicates

“I Lost My Tooth In Africa” (pp. 14-19)

- Continents: large areas of land, such as North America and South America
- Gourd: a fruit with a hard shell that is for decoration, not for eating
- Compound: a group of buildings in an enclosed area
- Benedictions: prayers asking for God’s blessing
- Papaya: a yellowish-green tropical fruit

Jack and the Beanstalk (pp. 20-25)

- Hunched: bent over
- Raspy: having a rough sound
- Swiftly: quickly
- Shudders: shakes