Our Favorite Contest

“...My classmates and I each have a hard time with many different things. For example, when Karlos gets upset, he pushes chairs, cries, he throws papers and he throws lunch boxes.”

So begins an entry from Emily, who entered last year’s One of a KIND contest. For this SEL-focused writing competition, we ask students to describe a time when they felt different from everyone or were an especially good friend (see details on page 13). Our hearts have ached reading some entries, like one from a young girl who’s alone at lunch and recess, struggling to make friends because of her disability. We’ve also marveled at students’ eloquence. From a boy with a peanut allergy: “I haven’t had the privilege to have anything with peanuts in it.”

This contest is a perfect way to spark meaningful conversations and build empathy among your students. We’ve got a full contest kit online to help them write the most powerful entries they can. My biggest piece of advice to share with students: Pack your essay with details and descriptive language!

Here’s how Emily concluded her essay: “The way I am kind is that I help Karlos by giving him space. I tell the teacher so that she helps him calm down. When I help Karlos I feel hopeful because he’s going to be okay.”

I can’t wait to read the beautiful stories your students share.

Kara Corridan, Editorial Director
Twitter: @kcorridan
Instagram: @karastoryworksjr

Free Webinars!
Save the dates:
October 15 and
October 16, 2019

Please join me for a 30-minute tour of our print and digital resources, including our new features and tools. Whether you’re a new or a longtime subscriber, I promise you’ll come away with a better understanding of how to get all you can out of Storyworks Jr.!

For more details and to sign up, go to: bit.ly/2Yj3J2J

Hope you can make it!
Our Beautiful Town Is Gone
A deadly wildfire couldn’t destroy the spirit of its residents

About the Article
Levels
Lexile Level: 600L-700L
Guided Reading Level: N
DRA Level: 30

Learning Objective
This narrative nonfiction article describes the destruction of Paradise, California, in a 2018 wildfire. Students will identify key details that describe what happened to the town and its residents before, during, and after the blaze.

Content-Area Connections
Science: Environment, climatology, geography
Social studies: U.S. history
Social-emotional learning: Relationship skills (teamwork)

Key Skills
Key details, drawing conclusions, text features, cause and effect, making inferences, simile, main idea

Standards Correlations
This article and lesson support the following standards:
CCSS: R.1, R.2, R.3, R.4, R.7, W.1, W.2, W.4, SL.1, SL.2, L.2
TEKS Grades 2-3: 1a, 1c, 3a, 3b, 6a, 6c, 6f, 6g, 7b, 7c, 7f, 7g, 9d, 9f, 10d, 12d

For more standards information, check our website.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at StoryworksJr.scholastic.com:

Skill Builders to print or project
- Pause and Think Questions
- Vocabulary
- Close-Reading and Critical-Thinking Questions
- Quiz

- Research Kit
- Nonfiction Reading Kit: This will help build key reading skills, including sequencing and key details.

Differentiated articles
- Beginner level: for struggling readers
- Lower-Lexile version
- Higher-Lexile version

Video
- Video Read-Aloud: The story is narrated along with images and footage.

Audio
- NEW! Hear the story read aloud, or play it using Text-to-Speech.
- Audio versions of the article on every level

Slideshows
- Vocabulary Slideshow
- Background Builder

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1. Preparing to Read

Watch a Video/Preview Text Features

(25 minutes)

- This story is accompanied by a Video Read-Aloud. Gripping photos and footage help students visualize the catastrophic effects of the wildfire in Paradise, California. The video can be used as a first read.
- Look at pages 4-5 with the class. Direct students to the title, subtitle, photograph, and caption. Ask: How does the subtitle help you understand what this article is about? What is happening to the town of Paradise in the photograph? How many people lived there before the fire?
- Point to the city of Chico, California, and the town of Paradise on a classroom map. Help students use the compass rose to identify the direction in which people drove from Paradise to Chico to escape the fire.
- Direct students to the photos and captions on the next two spreads. Read aloud the titles and captions of each one with the class. Explain that the people in the photos on pages 6 and 7 lived in Paradise. Students will learn about their experiences before, during, and after the fire as they read the story.
- Ask students to describe what Paradise looks like in the photo on page 6. How did the people in Paradise probably feel as they saw the black cloud coming toward their town?

Introduce Vocabulary

(15 minutes, Skill Builder online)

- We have highlighted in bold eight words that may be challenging and defined them on the page. Preview these words by projecting or distributing our Vocabulary Skill Builder and completing it as a class. You may also play our Vocabulary Slideshow, where images and audio help students with comprehension and fluency.
- Highlighted words: torches, plume, ignited, smoldering, evacuate, refuge, reunited, resilient

Set a Purpose for Reading

(5 minutes)

- Call on volunteers to read aloud the Think and Read and Think and Write boxes on pages 4 and 9. These support the story’s featured skill, key details. Ask students to look for key details in the story that help them understand what the people in Paradise experienced.

2. Close Reading

Reading and Unpacking the Text

- First read: Read the story as a class. Use the Pause and Think questions at the end of each section to check comprehension.
- Second read: Distribute the Close-Reading and Critical-Thinking Questions to the class. Preview them together. Ask students to reread the article and answer the questions as a class or in small groups. (These questions are now available in Google Forms on our site, so students can type in their answers and send them to you.)

Close-Reading Questions

(30 minutes, Skill Builder online)

- Read the first section. What happened to the town of Paradise as the wildfire spread? (key details) Houses were in flames. Trees burned, and ash fell from the sky. Although it was morning, the sky was dark as night.
- Why does Eleanor ask herself, “Am I dreaming?” (drawing conclusions) She can’t believe that what she sees is really happening: A wildfire is destroying Paradise.
- Read “Rising Smoke.” How does the photograph on page 6 help you understand this part of the story? (text features) The photograph shows what the black cloud of smoke moving toward the town of Paradise looked like.

Turn the page for differentiation and more!
• Read “Bigger and Deadlier.” What started the Paradise wildfire? (cause and effect) Sparks from an electrical wire caused dry grass to begin burning.

• Which details help you understand how quickly the fire spread and how dangerous it was? (key details) The fire burned land the size of a football field in a second. A powerful wind picked up pieces of burning trees that started fires wherever they landed.

• Read “Beloved Things.” Why did Eleanor’s father tell her to get her most beloved things? (making inferences) He knew the fire would destroy their home and he wanted Eleanor to save the things that meant the most to her.

• Read “Life Continues.” What is the author comparing in this sentence: “Burned cars look like giant fossils”? (simile) She’s comparing the cars to huge animals that died long, long ago.

• Why does Lucas’s mom, Holly, say “It’s the people that make a town”? (main idea) The people who live in a town are its heart and soul. Working together, these people can help each other stay strong, rebuild, and move forward with their lives.

**Critical-Thinking Question**
(10 minutes, Skill Builder online)

• Which key details in this article helped you understand why the Paradise wildfire was so deadly and destructive? (key details) Although the wildfire started about 10 miles away from Paradise, it moved quickly toward the town. More fires started when pieces of burning trees were spread by a powerful wind. The wildfire burned nearly 14,000 homes and destroyed many other buildings, including schools and playgrounds. It killed 85 people.

### 3. Skill Building

• Distribute our Key Details Skill Builder. Have students work in pairs to complete it.

• Discuss the writing assignment in the Think and Write box on page 9. Tell students to include key details about the Paradise fire in their letters.

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**Differentiate and Customize**

**For Reading Partners**
Ask pairs of students to take turns reading the article aloud. As they read, have them look for key details that help them understand what Kevin McKay, Josh Fisher and his family, and Eleanor Weddig and her dad did the day of the wildfire.

**For Struggling Readers**
Read aloud the lower-Lexile version of this article as students follow. Point to the picture of Eleanor. What did she take with her when she and her dad left their home? If students had been in her place, what would they have chosen to take with them?

**For Small Groups**
Read the article together. As students read, ask them to look for key details that help them understand how the Paradise wildfire changed the lives of the people who lived there. What would they like to ask the people in this article about their lives today?

**For Advanced Readers**
Ask students to write the headline and first paragraph of a newspaper story about the Paradise wildfire. Have them include key details that describe what the wildfire looked like, sounded like, and felt like to residents.
The Magical World of Isaac/
A Very Special Olympics
How compassion changes the lives of people with disabilities

About the Article
Levels
Lexile Level: 600L-700L
Guided Reading Level: M
DRA Level: 24

Learning Objective
Students will identify a main idea about empathy and acceptance as they read about a young boy with Down syndrome and the Special Olympics World Games.

Content-Area Connections
Social-emotional learning:
Relationship skills (teamwork); social awareness (empathy, appreciating diversity, respect for others)
Science: Health
Social studies: History

Key Skills
Main idea, cause and effect, key details, drawing conclusions, making inferences, compare and contrast

Standards Correlations
This article and lesson support the following standards:
CCSS: R.1, R.2, R.3, R.6, R.9, W.1, W.3, W.4, SL.1, SL.2, L.2
TEKS Grades 2-3: 1c, 1d, 3a, 3b, 6a, 6c, 6e, 6f, 6g, 6h, 7b, 7g, 9d, 11, 12a

For more standards information, check our website.

Your Teaching Support Package
Here’s your full suite of materials, all of which you’ll find at StoryworksJr.scholastic.com:

Skill Builders to print or project
• Vocabulary
• Close-Reading and Critical-Thinking Questions
• Quiz

Differentiated articles
• Lower-Lexile version

Audio
• NEW! Hear the story read aloud, or play it using Text-to-Speech.

Slideshow
• Vocabulary Slideshow

Nonfiction Reading Kit: This will help build key reading skills, including making inferences and main idea.
Step-by-Step Lesson Plan
Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read
   Explore Text Features/
   Set a Purpose for Reading
   (10 minutes)
   • Direct students to the labels on page 10 that say “Paired Texts” and “One topic, two stories.” Ask them to read aloud the titles and subtitles on pages 10 and 13. Then ask students to suggest what the topic of both stories might be. *(how we can help people with disabilities live full and rewarding lives)*
   • Point to the photo on pages 10 and 11. Ask students to describe what Isaac and his friends are doing in the picture. Ask them to predict what they might learn about Isaac and his classmates.
   • Then direct students to the photos and caption on page 12. Discuss what kids on a sports team do to help one another. What does the “I team” stand for? Who are the people on Isaac’s team?
   • Read aloud the subhead “Casting a Spell” on page 12 with the class. Explain that “casting a spell” means you putting someone in your power as if by magic. Ask students to look as they read for the ways that Isaac casts a spell over the people who know and love him.
   • Point to the photographs and caption on page 13. Ask students to identify President Kennedy and his sister Eunice. What is she doing in the photograph? How might the athlete feel at this moment?
   • Call on volunteers to read aloud the Think and Read box on page 10 and the Enter Our Contest! box on page 13. As students read each article, remind them to look for the big idea about people with disabilities. *(And please encourage your students to participate in the contest!)*

Introduce Vocabulary
(15 minutes, Skill Builder online)
• We have highlighted in bold six terms that may be challenging and defined them on the page. Preview these words by projecting or distributing our Vocabulary Skill Builder and completing it as a class. You may also play our Vocabulary Slideshow, where images and audio help students with comprehension and fluency.
• Highlighted terms: bleak, potential, mission, swarmed, thrive, intellectual disability

2. Close Reading
   Reading and Unpacking the Text
   • First read: Students should read each article one time for general comprehension.
   • Second read: Distribute the Close-Reading and Critical-Thinking Questions to the class. Preview them together. Ask students to read the articles again and answer the questions as a class or in small groups. *(These questions are now available in Google Forms on our site, so students can type in their answers and send them to you.)*

Close-Reading Questions
(30 minutes, Skill Builder online)
• Read the first section of “The Magical World of Isaac.” How does Down syndrome affect Isaac’s life? *(cause and effect)* Isaac learns slowly and doesn’t have strong muscles. Sometimes he has problems digesting his food.
• Read “A Different Time.” Why does the author say that a long time ago kids like Isaac often had bleak lives? *(key details)* Many kids with DS died because of their health problems. Schools wouldn’t accept them because people thought they couldn’t learn.
• Why did attitudes about DS change in the 1970s? *(main idea)* People realized that kids with DS had potential and could succeed in school with the right kind of education.
• Read the caption under the photo on page 12. Why do Isaac’s family call themselves the “I Team”? (drawing conclusions) Isaac’s family works together to make sure Isaac can have the best life possible.

• Read “Casting a Spell.” Why does the author say that Isaac “could cast a spell on an entire school”? (making inferences) Isaac’s big smile and outgoing personality have charmed everyone in his school. They respect his hard work and determination to succeed.

• Read “A Very Special Olympics.” Why did Eunice Kennedy Shriver start the Special Olympics? (cause and effect) She wanted to help change the disrespectful way many thought about people with intellectual disabilities, such as her older sister.

• Why are the Special Olympics so important? (main idea) By bringing together athletes with intellectual disabilities from all over the world, the Special Olympics shows how much people with this condition can accomplish.

Critical-Thinking Question
(10 minutes, Skill Builder online)

• How are the main ideas in the stories the same? How are they different? (compare and contrast) The main idea of both articles is that our love and support can help people with intellectual disabilities. In the first story, the big idea is that the people in one boy’s life work together so he can achieve his full potential. In the second, the big idea is that one woman started a sports program to help athletes with intellectual disabilities compete and succeed.

3. Skill Building
Putting Ideas Together

• Distribute our Main Idea Skill Builder. Have students work in pairs to complete it.

• Discuss the writing assignment in the Enter Our Contest! box on page 13. Remind students to include a sentence about the big idea of their essay. Have students complete their essays in class or as homework.

Differentiate and Customize

For Second-Graders

Reread the second paragraph in column 2 on page 12 with the group (beginning “As Isaac moved…”). Help students identify the subject and verb in each sentence. Which subjects are nouns? Pronouns? Then have students read aloud each action verb and pantomime it for the class.

For Small Groups

Have students take turns reading sections or paragraphs in each article aloud. Discuss what they have learned from these texts about working together to change the lives of people with intellectual disabilities.

For Struggling Readers

Read the lower-Lexile version of the articles aloud. If students could be on Isaac’s “I Team,” what would they do to help? If they could meet the Special Olympics athlete in the photo on page 13, what is one question they would ask him?

For Advanced Readers

Ask students to write a paragraph from the point of view of a kid in Isaac’s school or a volunteer who helps run the Special Olympics. What has Isaac taught them? How has working for the Special Olympics changed their lives?
I Lost My Tooth In Africa
When Amina’s tooth falls out during a visit to Africa, she gets a special gift.
1. Preparing to Read  
Preview Text Features  
(10 minutes)
- Ask students to look at pages 14 and 15. Direct their attention to the title, subtitle, and illustration. Tell them to identify Amina, the narrator of this story, in the illustration. What does the title tell about where Amina's story takes place? What does the subtitle tell about what happens to Amina? Ask students to predict what the African Tooth Fairy might bring Amina.
- Point to the decorative border around the illustration. Ask students to identify the two objects in the border pattern. How might the tooth and the rooster connect to what happens in the story?
- Explain that Amina and her family live in Portland, Oregon. In this story, they travel by plane to Bamako, the capital of and largest city in Mali. Help students locate Portland and Bamako on a classroom map. On what continents are Portland, Oregon, and Bamako, Mali, located?
- Have students look at the illustrations and subheads on pages 16-19. What is Amina doing in the pictures on pages 17 and 19? How does she feel in each illustration?

Introduce Vocabulary  
(15 minutes, Skill Builder online)
- We have highlighted in bold five terms that may be unfamiliar to students and defined them on the page. Discuss the meaning and pronunciation of the terms, focusing on how they are used in the story.
- Preview these words by projecting or distributing our Vocabulary Skill Builder and completing it as a class. You may also play our Vocabulary Slideshow, where images and audio help students with comprehension and fluency.
- Highlighted words: continents, gourd, compound, benedictions, papaya

Set a Purpose for Reading  
(5 minutes)
- Call on volunteers to read aloud the Think and Read and Think and Write boxes on pages 15 and 19. These features and the Fiction Reading Kit support the story’s featured skill, setting.
- As they read, remind students to look for details that describe the setting of this story.

2. Close Reading  
Reading and Unpacking the Text  
- First read: Read the story as a class. As students read, point to words such as "SHAY KEELEEW!" on page 18. Explain that this means “eggs” in an African language spoken in Mali. The word is printed in capital letters because Amina shouts it. Tell students to pay attention to other times in the story when Amina uses words in this language. Use the Pause and Think question at the end of each section to check comprehension.
- Second read: Distribute the Close-Reading and Critical-Thinking Questions. Preview them together. Ask students to read the story again and answer the questions as a class or in small groups.

Close-Reading Questions  
(30 minutes, Skill Builder online)
- Read the first section. How far does Amina travel from Portland, Oregon, to Bamako, Mali? (key details) She travels two days from Oregon to Mali. Her family takes three planes across two continents.
- Read “Family Time.” What details describe where Amina’s family lives in Mali? (setting) Her aunts, uncles, cousins, and grandma live together in a compound. It’s very hot and the ground is a sandy orange color. Animals also live there.
- What does Amina probably like the most about
her African family’s compound in the evening? (making inferences) She probably enjoys being with her family and their neighbors as they play games, tell stories, and braid hair. She also enjoys listening to her grandma’s songs.

• What does the author compare in the sentence “The moon glows like a street lamp”? (simile) The author compares the light from a bright moon to the light from a bright street lamp.

• Read “Waiting for Eggs.” How does Amina care for her chickens and what does it show you about her character? (drawing conclusions) Amina feeds her chickens and helps build a chicken coop for them. The way she takes care of her chickens shows she is very responsible and caring.

• Why is the last part of the story called “Goodbye and Hello”? (author’s craft) Although Amina must say goodbye to her family in Mali, she also says hello to the baby chicks that have just hatched. At the end of the story, she knows that she will be saying hello again to Africa when she returns.

Critical-Thinking Question
(10 minutes, Skill Builder online)
• 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? (setting) Amina’s family lives together in a compound. Amina brushes her teeth at a papaya tree. In the evening, neighbors visit and play games, tell stories, and braid hair. Amina loves to take care of her chickens in the coop where they lay their eggs.

3. Skill Building
• Have students complete our Setting Skill Builder in pairs.
• Discuss the writing assignment in the Think and Write box. Remind students to use the first-person pronoun, since they are writing from Amina’s point of view. They can include details from the illustration to describe the village where she stayed. Students can complete it in class or as homework.

Differentiate and Customize

For ELL Students
Have students listen to the audio version of the story as they follow along or the new Text-to-Speech version. Ask them to pay attention to details that describe what happens to Amina when she loses her tooth in Africa. Then ask them to tell what happens when kids lose a tooth in their own countries.

For Reading Partners
Ask students to read the story silently and put a check mark next to details that describe life in the village. Ask them to compare the details they identified. What is their favorite scene in the story? Why? Would they recommend the story to a classmate? Why?

For Advanced Readers
Ask students to reread the story and look for details that show Amina is the narrator. Point to the use of the first-person pronoun. Then have students write a brief scene from Amina’s point of view. The scene should take place on the day her family returns to Mali.

For Struggling Readers
Have students follow along as you read the story aloud. Ask them to underline details that describe what Amina does throughout the day. Review the details with the group. If students could change places with Amina, which activity would they enjoy the most? Why?
Lesson 4
Play, pp. 20-25
Featured Skill: Big Idea

Jack and the Beanstalk
A boy’s decision to steal from an evil giant changes his life

About the Play
Learning Objective
As students read this adaptation of a familiar fairy tale, they will identify the big idea that explains why Jack stole from the giant.

Content-Area Connections
ELA: Fairy tales
Social-emotional learning: Responsible decision-making, solving problems

Key Skills
Big idea, character traits, compare and contrast, cause and effect, text features, plot, how a character changes

Standards Correlations
This article and lesson support the following standards:
CCSS: R.1, R.2, R.3, R.5, W.1, W.3, SL.1, SL.3, L.2, L.3
TEKS Grades 2-3: 1c, 1d, 3b, 4a, 6a, 6c, 7b, 7g, 8a, 8b, 8c, 9a, 9c, 12c
For more standards information, check our website.

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- Quiz

- Fiction Reading Kit: This will help build key reading skills, including how a character changes and big idea.

Slideshow
- Vocabulary Slideshow

Turn the page for differentiation and more!
1. Preparing to Read
Set a Purpose for Reading/Explore Text Features
(5 minutes)
- Look at pages 20-21 with the class. Point to the labels “Play” and “Read-Aloud fairy tale.” Explain that a fairy tale is a story that includes make-believe characters such as giants, monsters, talking animals and objects, fairies, and evil creatures. These characters can do unbelievable things. They grant wishes, display unusual strength, or perform magical acts. Fairy tales have been passed down from one generation to the next for hundreds of years.
- Read aloud the title and subtitle. Then point to the picture on page 20. What is Jack doing? What magical event do you think has taken place?
- Explain that this play is based on the fairy tale “Jack and the Beanstalk.” If students know the story, ask them to briefly identify the good and evil characters.
- Direct students to the illustration on page 23. What are Jack, the Giant, and Mrs. Giant doing? How does each character seem to feel in this scene from the play?
- Call on volunteers to read aloud the Think and Read box on page 21 and the Think and Write box on page 25. Ask students to think about why Jack stole from the Giant as they read the play.

Introduce Vocabulary
(15 minutes, Skill Builder online)
- The play does not include definitions of vocabulary words in the text itself, but a Vocabulary Skill Builder online previews challenging terms and allows students to list other words that are unfamiliar to them. Project or distribute the activity to go over the words. You may also play our Vocabulary Slideshow, where images and audio help students with comprehension and fluency.
- Highlighted terms: hunched, raspy, swiftly, shudders

2. Focus on Fluency
Bridging Decoding and Comprehension
- Storyworks Jr. plays provide a perfect opportunity for students to build fluency.
- Point out that the words in parentheses after a character’s name are stage directions. These words tell a reader or actor how to say a line or perform an action in the play. Then point to the words shrugging and angrily in columns 1 and 2 on page 22. Read aloud the dialogue with appropriate expression or action. Have students repeat after you.

3. Close Reading
Reading and Unpacking the Text
- Before reading: Point out the Characters box on page 21. Remind students that this is a list of all the characters in the play. The narrators describe some of the actions and events in the play. How many narrators are in this play? Which of these characters would appear only in a fairy tale?
- Direct students to the scene headings on pages 21-25. These headings are followed by words that explain the setting, when and where the scenes take place. Ask students to identify the setting of Scene 4 on page 23.
- First read: Read the play as a class.
- Second read: Project or distribute the Close-Reading Questions. Discuss them as a class, rereading lines or scenes as necessary.
- Separate students into groups to discuss the Critical-Thinking Questions. Then have groups share their answers with the class.

Close-Reading Questions
(30 minutes, Skill Builder online)
- In Scene 1, what do you learn about Jack’s
character from his actions? (character traits) He’s lazy. He plants only one row of seeds in the garden because it’s too much work to plant more.

- In Scene 2, how do Jack and Mother feel about the five magic beans that the mysterious Stranger gives Jack? (compare and contrast) Jack believes the beans have special powers. Mother thinks Jack was foolish to take them.

- What happens when Mother tosses the beans into the garden? (cause and effect) The ground begins to shake and a thick beanstalk shoots up to the sky.

- Read Scene 3. How does the illustration on page 23 help you imagine what happens to Jack in this part of the play? (text features) It shows what’s described in the scene. Jack is hiding in the oven in the Giant’s kitchen. As the Giant roars, Mrs. Giant looks on nervously.

- What reason does Jack give for stealing some of the Giant’s gold coins? (big idea) He knows the Giant has gold, while he and Mother are very poor.

- In Scene 5, what happens to the hen that Jack stole from the Giant? (plot) When Jack grabs his mother’s hand, he drops the hen and loses it.

**Critical-Thinking Questions**

(10 minutes, Skill Builder online)

- How does Jack change by the end of the play? (how a character changes) In the beginning of the play, Jack is lazy. In Scene 6, he works hard to plant a vegetable garden and makes plans to sell the extra vegetables.

- What lesson does Jack learn by the end of the play? (big idea) He realizes that he can’t depend on stealing or finding the magic hen. Instead, he learns the importance of working hard and planning ahead.

**4. Skill Building**

Cause and Effect

(30 minutes, Skill Builder online)

- Have students complete the Big Idea Skill Builder. They should also write a response to the Think and Write question on page 25. In the first sentence of their paragraphs, students should explain why they think it was right or wrong for Jack to steal from the Giant. They should provide reasons for their opinions. Students can read aloud their paragraphs in small groups.

**Differentiate and Customize**

Divide your class into groups and assign each group one scene from the play to perform in class. (Since Scenes 1 and 6 are short, one group can prepare both scenes.) Remind them to pay attention to the punctuation marks that end each line of dialogue as well as the stage directions in parentheses. This will help them read their lines with the appropriate expression.

**For Small Groups**

Read the play aloud while students follow. Ask them to notice how your voice changes as you read dialogue that ends in different punctuation marks. Ask them to take turns reading different scenes aloud with the appropriate expression or action.

**For Struggling Readers**

Point out that in Scene 6 Jack says, “I hope the magic hen is helping another family instead.” Then ask students to write a brief scene in which Jack meets the hen on the road and she tells him about the family she’s helping. Remind students to include stage directions in their dialogue.
October Saturday
Figurative language describes an autumn chore in an exciting way

About the Poem
Learning Objective
Students will identify metaphor and setting in this descriptive poem.

Key Skills
Metaphor, interpreting text, text features, figurative language, point of view, key details, main idea

Standards Correlations
This article and lesson support the following standards:
CCSS: R.1, R.2, R.4, R.5, R.6, R.10, W.3, SL.2, L.3
TEKS Grades 2-3: 1a, 1c, 4a, 6a, 6c, 6d, 7b, 8d, 7b, 8d, 9b, 10d, 10e, 12a

For more standards information, check our website.

Step-by-Step Lesson Plan
Close Reading, Critical Thinking, and Skill Building

1. Preparing to Read
Set a Purpose for Reading
(10 minutes)

- Begin by reading the Metaphor bubble for the class. Ask students to think about the metaphor the poet uses throughout this poem to describe the leaves.
- Point out that this poem describes an event that takes place in a particular setting. Remind students that setting describes where and when events take place.
- Direct students to the photograph. What is the girl doing in the photo?

2. Reading and Discussing

- Read the poem to the class, play our audio version, or use Text-to-Speech. As students listen, ask them to think about the things that are compared in the poem and to imagine what the leaves look and sound like.
- Project or distribute the Close-Reading and Critical-Thinking Questions and discuss them as a class while students refer to the poem.

Your Teaching Support Package

You’ll find these materials at StoryworksJr.scholastic.com:

Skill Builders to print or project
- Close-Reading and Critical-Thinking Questions
- Poetry Kit

Audio
NEW! Hear the poem read aloud, or use Text-to-Speech.
Close-Reading and Critical-Thinking Questions
(15 minutes, Skill Builder online)

- What does the poet compare the leaves to in the beginning of the poem? (metaphor) The poem compares the leaves to cornflakes. What do the leaves and cornflakes have in common? Both are brown and crunching.

- Why does the poet compare the leaves to cornflakes spilled from a box tipped over by a “giant’s baby brother”? (interpreting text) The leaves are as large as cornflakes that would be eaten by giants.

- How do the title and the photograph help you understand the setting of the poem? (text features) The title states that the activity described in the poem takes place on a Saturday in October. The photograph shows a girl raking leaves in the fall.

- In the first stanza, what words describe the sound the leaves make? (figurative language) The words crunching, rattle, and nervously chattering describe the sound.

- In stanza 2, what words identify the speaker in this poem? (point of view) The phrase “Dad and I” identifies the speaker as a child who is raking autumn leaves with her father.

- What does the poet compare the autumn leaves to in stanza 2? (metaphor) The poet compares the leaves to a pile of cornflakes that is a breakfast for a whole family of giants.

- In stanza 3, what is the narrator’s mother doing? (key details) She is packing away summer clothes, such as short sleeved shirts, bathing suits, clogs, and flippers in a box labeled “SUMMER.”

- Why does the narrator dream about the box marked “SUMMER”? (main idea) The narrator is already looking forward to swimming and playing outside next summer.

3. Skill Building

- Call on a volunteer to read the Think and Write box.
- Distribute our Poetry Kit. Students can complete the activity in small groups. If they write their own poems, they can read them aloud.
## Major Features

### Nonfiction, p. 4
**“Our Beautiful Town Is Gone”**  
by Lauren Tarshis  
**CCR Anchor Standards:** R.1, R.2, R.3, R.4, R.7, W.1, W.2, W.4, SL.1, SL.2, L.2  
**Featured Skill:** Key details  
**Other Key Skills:** drawing conclusions, text features, cause and effect, drawing inferences, simile, main idea

### Paired Texts, p. 10
**“The Magical World of Isaac”**  
**“A Very Special Olympics”**  
by Lauren Tarshis & Allison Friedman  
**CCR Anchor Standards:** R.1, R.2, R.3, R.6, R.9, W.1, W.3, W.4, SL.1, SL.2, L.2  
**Featured Skill:** Main idea  
**Other Key Skills:** cause and effect, key details, drawing conclusions, making inferences, compare and contrast

### Fiction, p. 14
**“I Lost My Tooth In Africa”**  
by Penda Diakité  
**CCR Anchor Standards:** R.1, R.2, R.3, R.4, R.6, W.4, SL.1, SL.2, L.1  
**Featured Skill:** Setting  
**Other Key Skills:** key details, making inferences, simile, drawing conclusions, author’s craft

### Play, p. 20
**Jack and the Beanstalk**  
by Sari Bodi & Karen Trott  
**CCR Anchor Standards:** R.1, R.2, R.3, R.5, W.1, W.3, SL.1, SL.3, L.2, L.3  
**Featured Skill:** Big idea  
**Other Key Skills:** character traits, compare and contrast, cause and effect, text features, plot, how a character changes

### Poetry, p. 32
**“October Saturday”**  
by Bobbi Katz  
**CCR Anchor Standards:** R.1, R.2, R.4, R.5, R.6, R.10, W.3, SL.2, L.3  
**Featured Skill:** Metaphor  
**Other Key Skills:** interpreting text, text features, figurative language, point of view, key details, main idea

## Language Arts Skills Development

### Nonfiction, p. 4
**Featured Skill:** Key details  
**Other Key Skills:** drawing conclusions, text features, cause and effect, drawing inferences, simile, main idea

### Paired Texts, p. 10
**Featured Skill:** Main idea  
**Other Key Skills:** cause and effect, key details, drawing conclusions, making inferences, compare and contrast

### Fiction, p. 14
**Featured Skill:** Setting  
**Other Key Skills:** key details, making inferences, simile, drawing conclusions, author’s craft

### Play, p. 20
**Featured Skill:** Big idea  
**Other Key Skills:** character traits, compare and contrast, cause and effect, text features, plot, how a character changes

### Poetry, p. 32
**Featured Skill:** Metaphor  
**Other Key Skills:** interpreting text, text features, figurative language, point of view, key details, main idea

## Online Resources

- Video: “Video Read-Aloud”
- Audio Versions
- Vocabulary
- Close Reading and Critical Thinking
- Nonfiction Reading Kit: Key details, sequencing
- Comprehension Quiz on three levels
- Higher, Lower, and Beginner versions

- Audio Versions
- Vocabulary
- Close Reading and Critical Thinking
- Nonfiction Reading Kit: Main idea, making inferences
- Comprehension Quiz on two levels
- Lower version

- Audio Version
- Vocabulary
- Close Reading and Critical Thinking
- Fiction Reading Kit: Setting, plot
- Comprehension Quiz on two levels

- Vocabulary
- Close Reading and Critical Thinking
- Fiction Reading Kit: Big idea, how a character changes
- Comprehension Quiz

- Audio Version
- Close Reading and Critical Thinking
- Poetry Kit

## Departments and Skills Pages

<table>
<thead>
<tr>
<th>Word Power</th>
<th>Debate</th>
<th>My True Story</th>
<th>Grammar</th>
<th>Idiomizer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary</td>
<td>Opinion Writing</td>
<td>Writing Skills</td>
<td>Contractions</td>
<td>Vocabulary</td>
</tr>
<tr>
<td>page 2</td>
<td>page 26</td>
<td>page 28</td>
<td>page 30</td>
<td>page 31</td>
</tr>
</tbody>
</table>

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