

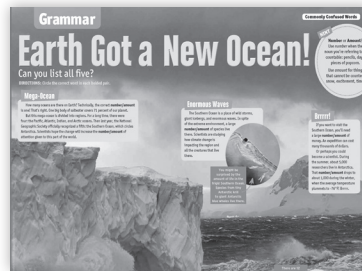
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## “Earth Got a New Ocean!”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### MEGA-OCEAN

How many oceans are there on Earth? Technically, the correct **number/amount** is one! That's right. One big body of saltwater covers 71 percent of our planet.

But this mega-ocean is divided into regions. For a long time, there were four: the Pacific, Atlantic, Indian, and Arctic oceans. Then last year, the National Geographic Society officially recognized a fifth: the Southern Ocean, which circles Antarctica. Scientists hope the change will increase the **number/amount** of attention given to this part of the world.

#### ENORMOUS WAVES

The Southern Ocean is a place of wild storms, giant icebergs, and enormous waves. In spite of the extreme environment, a large **number/amount** of species live there. Scientists are studying how climate change is impacting the region and all the creatures that live there.

#### BRRRRR!

If you want to visit the Southern Ocean, you'll need a large **number/amount** of money. An expedition can cost many thousands of dollars.

Or perhaps you could become a scientist. During the summer, about 5,000 researchers live in Antarctica. That **number/amount** drops to about 1,000 during the winter, when the average temperature plummets to -76°F! Brrrrr.

### ANSWERS TO ACTIVITY SHEET

#### NUMBER OR AMOUNT?

1. number
2. number
3. amount
4. number
5. amount
6. amount ; number
7. Answers will vary.

## “The Bone Hunter”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 9

Responses should draw on the key ideas and details identified in the activity “Preparing to Write: Mary Anning’s Journal.” (See sample responses to this activity below.)

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: MARY ANNING’S JOURNAL

Answers will vary. Sample responses:

##### Mary’s major life events and accomplishments:

- Born in Lyme Regis, England in 1799
- Father died at age 11
- In 1811, discovered the first correctly identified and complete ichthyosaur specimen ever found, igniting the field of paleontology
- Discovered a flying reptile called a *Dimorphodon* and was the first to discover the complete skeleton of a *Plesiosaurus*
- Pioneered the study of coprolites (fossilized poop)
- Died at age 47

##### Expeditions and discoveries happening during Mary’s life:

- In 1799, workers on a farm in New York discovered the bones of what appeared to be a strange and enormous elephant. (It was a mastodon.)
- A few years before Mary’s ichthyosaur discovery, Thomas Jefferson enlisted Meriwether Lewis and William Clark to lead explorers into the American West. They brought back specimens of many birds, reptiles, and mammals, but no enormous elephants.
- In the 1800s, “Dinomania” swept across Europe and

America, with people competing to find the most spectacular fossils.

##### What Mary might have wondered about:

- Answers will vary.

##### Challenges Mary faced:

- Because she was a woman, Mary was barred from universities and most professions, and she was excluded from professional organizations and scientific journals.
- Some men studied with and learned from Mary and then took credit for her ideas.

##### What Mary might have imagined for the future:

- Answers will vary. Students may say that Mary might imagine a future where female scientists were respected and treated equally.

##### Other events or experiences from Mary’s life you might like to write about:

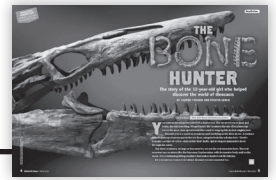
- Answers will vary.

#### “THE BONE HUNTER”

##### CLOSE-READING QUESTIONS

1. The authors’ use of imagery helps readers understand that during the Mesozoic era, Earth was a drastically different place. Descriptive details such as “winged lizard-like creatures the size of jet planes zip across the skies” and “a swimming killing machine that makes sharks look like kittens” allow readers to visualize the strange and extraordinary beasts that once ruled the planet. Details about the steamy weather and changing sea levels help readers understand how different the planet itself was as well.
2. The section “Monsters and Giants” establishes the scientific context in which Mary’s discovery was made. The authors explain that in 1811, the word dinosaur didn’t even exist, Earth was thought to be 6,000 years

section continues >>



## “The Bone Hunter” cont’d

old, and the idea of extinction was accepted by few—a level of understanding far from the “dazzling picture” scientists can give us today of what Earth was like 200 million years ago. By comparing and contrasting humans’ understanding of Earth’s history in Mary’s time versus today, the authors help readers understand why Mary’s discovery and other contributions were so important.

3. Finding the ichthyosaur saved Mary and her family after her father’s tragic death left them penniless; selling the skeleton enabled Mary to feed the family for months. Her discovery also provided proof for new ideas about extinction and ignited an entirely new field of science that completely changed our understanding of Earth’s history: paleontology. Perhaps this first find is what led Mary to passionately hunt fossils and make incredible discoveries for the rest of her life.
4. Dr. Khatwa is an earth scientist, an expert in a field shaped by Mary’s pioneering work. Her words outline Mary’s contributions to science—not only her incredible discoveries but also the skills, processes, and methods she laid out for future scientists to use. Dr. Khatwa also emphasizes how extraordinary Mary’s achievements were in light of the discrimination she faced because she was a woman. Because Dr. Khatwa is a woman who studies the region where Mary lived, quoting her adds not just a voice of authority from the field but also a special connection to Mary’s legacy.

### “THE BONE HUNTER”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may offer that seeing humans’ appearance on a timeline relative to the Mesozoic era gives them a new understanding of how recently humans appeared on Earth and for just how long creatures drastically different from us ruled the planet.
2. Answers will vary. Students may offer that scientific understanding of the natural world can change over time through study and discovery. Scientific knowledge can be dynamic and changing, as seen when Mary uncovered evidence that supported the idea that animals can, in fact, become extinct.

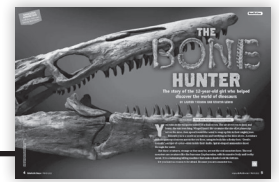
#### VOCABULARY PRACTICE

1. C; The story is about a creature that eats animals, meaning it’s carnivorous.
2. A; The story is about a large collection, or trove, of preserved animal and plant remains, or fossils.
3. B; The sample feathers from the museum are specimens.
4. A
5. B
6. A
7. A
8. B

#### “THE BONE HUNTER” QUIZ

##### \*Higher Level (HL)

1. C (author’s purpose, text structure; R.6, R.5)
2. D (figurative language; R.4)
3. A (text structure; R.4)
4. B (character; R.3)
5. B, D (text evidence; R.1)
6. A (vocabulary; R.4)
7. As a woman working in the field of science, Mary faced many obstacles. As authors Lauren Tarshis and Kristin Lewis explain in their article “The Bone Hunter,” scientists during Mary’s time were almost exclusively wealthy men (9). Women were barred from universities and most professions and were not allowed at places like the prestigious Geological Society of London (8-9). Although male scientists were interested in meeting with Mary and learning from her, they never invited her to join their scientific organizations or write articles for their journals. If they had, Mary would have gained more acclaim. Instead, men wrote their own papers about Mary’s ideas. Some even took credit for Mary’s ideas (9). As frustrating as these obstacles were for Mary, she did not let them hold her back. If Mary had been a man, she would surely be much more famous today. (explanatory writing, text evidence W.1, R.1)
8. Mary’s work had a major impact on science. She discovered the first complete ichthyosaur specimen, which many saw as proof that animals could become extinct. Mary’s ichthyosaur discovery also contributed to the creation of a new field of science, paleontology. Mary also discovered a flying reptile called a *Dimorphodon* and the first complete skeleton of a *Plesiosaurus*, and she



## “The Bone Hunter” cont’d

pioneered the study of coprolites. Mary not only opened a whole new world of ideas about our planet’s history, she also contributed greatly to our fossil-hunting skills, establishing how to excavate, transport, preserve, and analyze specimens. In addition, Mary helped to open doors for future female scientists. (explanatory writing, text evidence, key events W.1, R.1, R.3)

### “THE BONE HUNTER” QUIZ

#### \*Lower Level (LL)

1. C (author’s purpose; R.6)
2. D (figurative language; R.4)
3. A (text structure; R.4)
4. B (character; R.3)
5. B, D (text evidence; R.1)
6. A (vocabulary; R.4)
7. As a woman working in the field of science, Mary faced many obstacles. As authors Lauren Tarshis and Kristin Lewis explain in their article “The Bone Hunter,” scientists during Mary’s time were almost exclusively wealthy men (9). Women were barred from universities and most professions and were not allowed at places like the prestigious Geological Society of London (8-9). Although male scientists were interested in meeting with Mary and learning from her, they never invited her to join their scientific organizations or write articles for their journals. If they had, Mary would have gained more acclaim. Instead, men wrote their own papers about Mary’s ideas. Some even took credit for Mary’s ideas (9). As frustrating as these obstacles were for Mary, she did not let them hold her back. If Mary had been a man, she would surely be much more famous today. (explanatory writing, text evidence W.1, R.1)
8. Mary’s ichthyosaur discovery was important because it was the first complete and correctly identified specimen ever found. At the time, the world was thought to be only 6,000 years old and the idea of extinction was not widely accepted. Mary’s 200-million-year-old discovery came from a fantastic world completely unknown to humans at the time. Many saw the discovery as proof that animals could become extinct. This ignited the field of paleontology. Studying fossils set humans on a course to understand our planet’s history in completely new ways. (explanatory writing, text evidence, key events W.1, R.1, R.3)

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Higher Level (HL)

1. The article is about Mary Anning and her discovery of important fossils, such as the ichthyosaur.
2. The article takes place in Lyme Regis, England, during the 1800s.
3. The article describes the discovery of the first complete ichthyosaur fossil and the emergence of paleontology. It also describes Mary Anning’s life and career.
4. Mary faced many obstacles as a woman in the field of science. She was not allowed to attend universities or join scientific organizations. Some men even took credit for her work.
5. Mary was a brilliant and passionate scientist whose discoveries helped change the way we look at Earth’s history. (Answers will vary.)

#### Summary:

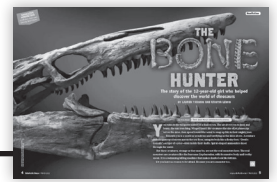
In 1811 on a beach in Lyme Regis, England, 12-year-old Mary Anning discovered the first complete ichthyosaur specimen ever found. At the time, people did not know that dinosaurs ever existed or that animals could become extinct. Mary’s discovery helped start an entirely new field of science called paleontology. In the coming decades, Mary continued to make important fossil discoveries. But because Mary was a woman, she was not invited to publish her work or join any scientific organizations at the time. Some male scientists even took credit for Mary’s work. Today, Mary is recognized as brilliant and passionate scientist whose discoveries helped change the way we look at Earth’s history.

### CORE SKILLS WORKOUT: SUMMARIZING

#### \*Lower Level (LL)

In 1811 on a beach in Lyme Regis, England, 12-year-old Mary Anning discovered the first complete ichthyosaur specimen ever found. At the time, people did not know that dinosaurs ever existed or that animals could become extinct. Mary’s discovery helped start an entirely new field of science called paleontology. In the coming decades, Mary continued to make important fossil discoveries. But because Mary was a woman, she was not invited to publish her work or join any scientific organizations at the time. Some male scientists even took credit for Mary’s work. Today, Mary is recognized as brilliant and passionate scientist whose discoveries





## “The Bone Hunter” cont’d

helped change the way we look at Earth’s history.

### CORE SKILLS WORKOUT: TEXT FEATURES

1. The text features create an intense, adventurous, and wondrous mood. (Answers will vary.)
2. The photo and illustration help readers visualize Mary’s discovery and imagine what the ichthyosaur was like when it was alive. By showing how monstrous the creature looked, even in fossil form, the text features also help readers understand why people would have been so shocked by the discovery at the time.
3. This feature helps readers understand the growing excitement and awe people felt when first finding and viewing dinosaur fossils.
4. The timeline helps readers build background knowledge about Earth’s history, understand how long ago dinosaurs roamed the earth, and how relatively short of a time humans have existed. The author may have included this information to highlight the fact that the fossils Mary was finding were incredibly old and important.

### CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE Higher Level (HL) and Lower Level (LL)

#### Page 1: Description

The authors describe the planet during the time of the ichthyosaur, which is a marine reptile that lived millions of years ago during the Mesozoic era. This helps readers understand how drastically different Earth was during the time of the dinosaurs.

#### Page 2: Sequence of Events:

**252-65 Million Years Ago:** Dinosaurs and other prehistoric creatures such as the ichthyosaur appear on Earth. They come to rule the planet.

**66 Million Years Ago:** An asteroid strikes Earth. Over time, this causes all dinosaurs to go extinct.

**6-2 Million Years Ago:** Humans appear on Earth.

**1799:** Mary Anning was born in Lyme Regis, England.

**Around 1810:** Mary’s father dies, leaving the family penniless. Mary begins searching for fossils to sell to support the family.

**1811:** Mary finds the first correctly identified and complete ichthyosaur specimen.

**1820s-1840s:** Mary continues to make important fossil discoveries and she ignites the field of science called

paleontology. Many scientists meet with Mary to discuss her ideas and learn from her.

**1847:** Mary dies at the age of 47. Her legacy lives on.

**Today:** Scientists continue to learn about prehistoric Earth by studying fossils.

#### Page 3: Cause and Effect

**CAUSE:** At the time Mary was making her discoveries, women were barred from universities and most professions. European and American scientists in Mary’s day were almost exclusively wealthy men.

**CAUSE:** Many scientists met Mary and marveled over her work, but they did not invite her to write articles for their journals or join their scientific organizations. Some scientists even took credit for her discoveries.

### “WHEN DINOSAURS ROAMED THE EARTH” VIDEO DISCUSSION QUESTIONS

1. According to the video, at the beginning of the time of the dinosaurs, most of the land masses on Earth were together, forming one giant super-continent. Then the super-continent broke into smaller pieces that slowly began to drift apart from each other. By the end of the time of the dinosaurs, the continents looked very similar to how they look today. The video also mentions that many scientists believe an asteroid hit the Earth at the end of the Mesozoic era, and that this is what killed the dinosaurs. As the animation suggests, such an asteroid would have set most of the Earth on fire and must have wiped out almost all living things.
2. The footage shows two paleontologists using small tools to chip away at rocks surrounding a fossil; students may say that it seems like a job that would require a lot of patience, attention to detail, focus, and care. They also might say that the job requires physical stamina, as it looks like it could take a lot of time and effort to dig up a fossil. (Answers will vary.)
3. The video helps readers imagine what Earth was like when dinosaurs existed. The animations that show dinosaurs walking around in different environments help readers visualize and better understand the prehistoric world that Tarshis describes in her article. The video also helps readers understand that the Mesozoic era was broken up into different periods, and that different dinosaurs existed in each of those periods. (Answers will vary.)

# “Why Do Things Go Viral?”



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary. Here’s a sample response to the question on page 11:

Certain things are more likely to go viral than others because certain types of content are more likely to be viewed and shared, such as content that evokes strong emotions, and because of the role that algorithms play in what content is suggested to users. As author Mackenzie Carro explains in her article “Why Do Things Go Viral?,” we are more likely to share content that “makes us laugh, smile, or gush with love.” Carro writes that content that evokes strong negative emotions is also likely to be shared quickly. In other words, content that makes us feel something—and feel it strongly—is more likely to get shared, and thus go viral. Algorithms play a large role in what goes viral as well. Carro describes how algorithms push content onto your page based on what you have previously viewed or liked. She gives the example of how watching a lot of cat videos will result in a TikTok algorithm filling your “For You” page with cat videos. This means that you may miss out on new types of content simply because you do not have a history of interacting with it. Carro then explains that algorithms also tend to push “content made by a person with a large following” to the top of feeds. As a result, algorithms favor content created by celebrities and influencers over content created by those with smaller followings. So, while a video, meme, or post might seem as if it went viral because it was exceptionally good, the truth is it likely became popular for other reasons as well.

## ANSWERS TO ACTIVITY SHEETS

### SHORT READ QUIZ

#### \*Higher Level (HL)

1. C (author’s purpose; R.6)
2. C (author’s craft; R.4)
3. B (central idea; R.2)
4. D (vocabulary; R.4)
5. D (text structure, key ideas and details; R.5, R.2)
6. B (author’s craft; R.4)
7. As author Mackenzie Carro explains in her article “Why Do Things Go Viral?,” an algorithm is “a set of instructions that tell a computer what to do” (11). On social media platforms, algorithms are used to strategically organize content so that users will be served with the content that they most want to see (11). These algorithms work by analyzing what people have viewed, liked, or interacted with the most. Algorithms also sometimes factor in the number of followers a content creator has (11), which means that content created by people with large followings will likely be seen by more people. In this way, algorithms are essentially picking and choosing what users see on their social media feeds. This means that content that is deemed worthy of being promoted by an algorithm is more likely to go viral because it’s more likely to be seen by more people. In other words, because social media algorithms are essentially in control of what we see, they are therefore also in control of what goes viral. (key ideas and details, writing explanatory text; R.2, W.2)





## “Why Do Things Go Viral?” cont’d

### SHORT READ QUIZ

#### \*Lower Level (LL)

1. C (author’s purpose; R.6)
2. C (author’s craft; R.2)
3. B (central idea; R.2)
4. D (vocabulary; R.4)
5. D (text structure, key ideas and details; R.5, R.2)
6. B (author’s craft; R.4)
7. As author Mackenzie Carro explains in her article “Why Do Things Go Viral?”, an algorithm is “a set of instructions that tell a computer what to do” (11). On social media platforms, algorithms are used to strategically organize content so that users will be served with the content that they most want to see (11). These algorithms work by analyzing what people have viewed, liked, or interacted with the most. Algorithms also sometimes factor in the number of followers a content creator has (11), which means that content created by people with large followings will likely be seen by more people. In this way, algorithms are essentially picking and choosing what users see on their social media feeds. This means that content that is deemed worthy of being promoted by an algorithm is more likely to go viral because it’s more likely to be seen by more people. In other words, because social media algorithms are essentially in control of what we see, they are therefore also in control of what goes viral. (key ideas and details, writing explanatory text; R.2, W.2)

### “WHY DO THINGS GO VIRAL?”

#### VOCABULARY PRACTICE

1. phenomenon
2. evoked
3. intrigued
4. Answers will vary.
5. Answers will vary.
6. A

### SHORT WRITE KIT

Answers will vary. Sample responses:

#### Step 1:

**Claim:** Certain things are more likely to go viral than others because certain types of content on social media

is more likely to be seen or shared, such as content that evokes strong emotions or content that is more in line with what algorithms are looking for.

#### Step 2:

**Evidence 1:** “...viral videos often makes us laugh, smile, or gush with love. But in fact, anything that evokes strong feelings is more likely to go viral—even if those feelings are negative.”

**Commentary:** In other words, content that makes us feel something—and feel it strongly—is more likely to get shared, and thus go viral.

**Evidence 2:** “The main goal of these algorithms is to serve users with the posts that they most likely want to see and interact with. . . . If you often interact with cat videos, the algorithm is going to fill your ‘For You’ page with cat videos.”

**Commentary:** This means that you often end up seeing the same kind of content and may miss new types of content simply because you don’t have a history of interacting with it.

**Evidence 3:** “On many platforms, content made by a person with a large following is pushed to the top of feeds. That’s because the algorithm ‘knows’ that person creates posts that lots of users want to see.”

**Commentary:** As a result, people with large followings are favored over people with smaller followings or who don’t post as often.

#### Step 3:

Certain things are more likely to go viral than others because certain types of content are more likely to be viewed and shared, such as content that evokes strong emotions, and because of the role that algorithms play in what content is suggested to users. As author Mackenzie Carro explains in her article “Why Do Things Go Viral?”, we are more likely to share content that “makes us laugh, smile, or gush with love.” Carro writes that content that evokes strong negative emotions is also likely to be shared quickly. In other words, content that makes us feel something—and feel it strongly—is more likely to get shared, and thus go viral. Algorithms play a large role in what goes viral as well. Carro describes how algorithms push content onto your page based on what you have previously viewed or liked. She gives the example of how watching a lot of cat videos will result in a TikTok



## “Why Do Things Go Viral?” cont’d

algorithm filling your “For You” page with cat videos. This means that you may miss out on new types of content simply because you do not have a history of interacting with it. Carro then explains that algorithms also tend to push “content made by a person with a large following” to the top of feeds. As a result, algorithms favor content created by celebrities and influencers over content created by those with smaller followings. So, while a video, meme, or post might seem as if it went viral because it was exceptionally good, the truth is it likely became popular for other reasons as well.

### CENTRAL IDEAS AND DETAILS

**\*Higher Level (HL) and Lower Level (LL)**

Answers will vary slightly. Sample responses:

#### Section: “Relatively New”

**Central Idea:** The invention of the internet and social media changed the way information spreads, and ultimately led to the phenomenon of going viral.

#### Supporting Details:

- Before the internet, people used to hear about things more slowly through word of mouth, newspapers, TV shows, and magazines.
- With the invention of the internet, content could be shared with just a click, and it could spread quickly all over the world.
- The arrival of social media allowed content to be spread even more quickly—giving rise to the idea of something “going viral.”

#### Section: “Why We Share”

**Central Idea:** We are more likely to share content that makes us feel a strong emotion or that makes us feel useful or knowledgeable.

#### Supporting Details:

- Viral videos often make us laugh, smile, or gush with love.
- Content that inspires strong emotions—positive or negative—makes us want to share it.
- “It’s not just whether emotions are positive or negative but whether they fire us up to take action,” explains Jonah Berger, a professor at the University of Pennsylvania and author of *Contagious: Why Things Catch On*. “Things that fire us up lead us to share.”
- We tend to share information that is new because doing

so makes us feel as if we are “in the know.”

#### Section: “The Algorithm”

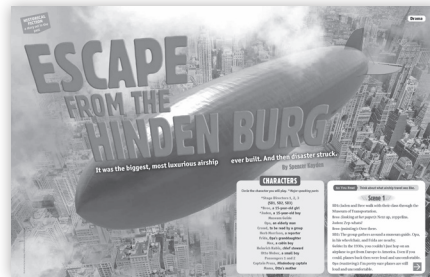
**Central Idea:** Social media algorithms influence what goes viral.

#### Supporting Details:

- Algorithms organize content on social media sites. For example, your “For You” page on TikTok is populated by an algorithm.
- Algorithms are sometimes written to push content made by people with large followings to the top of searches.
- Because of the way algorithms work, a very clever video might not go viral if it was posted by someone who does not have a large following.

Content does not go viral simply by chance or luck, but because of the emotional impact it has on us and perhaps more importantly, because it is the type of content that algorithms on social media sites are designed to promote.

## Escape From the Hindenburg



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 18

Advertisements will vary.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: YOUR AIRSHIP AD

Answers will vary. Sample responses:

1. Adjectives may include: incredibly fast, enormous, luxury, magnificent.
2. In the 1930s, airplanes didn't travel between Europe and America, perhaps because they couldn't make it that far. Early planes were also "loud and uncomfortable." Therefore, the way to cross the Atlantic was on a boat—until zeppelins came along. And while it took an ocean liner five days to cross the Atlantic, a zeppelin could make the trip in two and a half days. Zeppelins like the *Hindenburg* were also spacious and comfortable.
3. Answers will vary but may include:

**Guide:** It took ocean liners five days to cross the Atlantic. Zeppelins could do it in half the time. This one here, the *Hindenburg*, was built in Germany. It was longer than two football fields and more than 10 stories high. (Scene 1)

**Herb Morrison (voice-over):** Here it comes, ladies and gentlemen! What a great sight it is—a marvelous sight! (Scene 1)

"The *Hindenburg* cruised through the air at speeds a little faster than a car on a highway." ("Ship of Wonder")

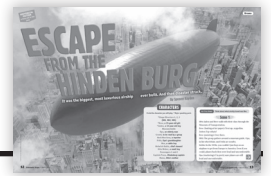
"The *Hindenburg* boasted cozy sleeping cabins,

fashionable dining rooms, and airy walkways with spectacular views." ("Ship of Wonder")

#### ESCAPE FROM THE HINDENBURG CLOSE-READING QUESTIONS

1. When the guide plays a recording of an eyewitness account of the *Hindenburg* disaster, Opa's face turns pale, and he says he needs to get some air. These details show that Opa feels uneasy; perhaps he is having feelings of sickness or fright. He reacts this way because, as we later learn, Opa is in fact Otto, a child who survived the disaster.
2. Max thinks that Bree and Jaden are employees on the ship whose job is to wait on the *Hindenburg's* passengers and officers.
3. The sidebar helps readers understand why people were so fascinated with the *Hindenburg*: its massive size, its luxury, and its ability to fly low overhead as it transported people across the ocean in record time.
4. In Scene 2, Jaden reads a sign in the museum that says of the *Hindenburg* crash, "Some people believe a spark ignited leaking hydrogen. Others say it was sabotage." The sidebar makes clear why hydrogen was used in the first place, and its downside—flammability. In Scene 4, Heinrich Kubis reprimands Otto for creating a static charge on the carpet with his toy car. The sidebar helps readers understand what a static charge is, how easy it is to form one, and why it was so dangerous to have them occur on an airship. Lastly, in Scene 7, SD1 describes the weather upon the *Hindenburg's* arrival, saying, "Ominous clouds fill the sky. Lightning flashes and thunder rumbles as the airship approaches New Jersey." The sidebar explains that experts believe it was this storm's electricity that caused the leaking hydrogen to catch fire.

section continues >>



## *Escape From the Hindenburg cont'd*

### **ESCAPE FROM THE HINDENBURG**

#### **CRITICAL-THINKING QUESTIONS**

1. Students may offer that air travel has changed in many ways since the 1930s. Based on the information in the play, it seems that in the 1930s, airplanes didn't travel between Europe and America, perhaps because they couldn't make it that far. Therefore, the way to cross the Atlantic was on a boat—until zeppelins came along. And while it took an ocean liner five days to cross the Atlantic, a zeppelin could make the trip in two and a half days. But today, you can fly across an ocean in a plane in mere hours. In terms of fuel, planes of today use gas, as opposed to the hydrogen airships used. The play also notes that for those who traveled on the *Hindenburg*, the price was very high—a one-way ticket was \$8,000 in today's money. Today, air travel is more common and much less expensive. It's likely that the *Hindenburg* disaster brought an end to travel by airship; after the disaster, people no longer saw zeppelins as exciting and enjoyable but rather as dangerous and associated with tragedy.
2. Some students may say that their experience must have been an interactive part of the museum—there was an ambulance at the scene of the crash that said "Museum of Transportation" on the side. Others may say that the fact that Bree and Jaden are in the photographs from history, and that Bree walks back to the silver door and opens it to find only a concrete wall, suggest otherwise.
3. Answers will vary.
4. Students familiar with the *Titanic* may offer that both dramatic disasters involved enormous, luxurious modes of travel across the ocean. The public was fascinated by both of these transportation wonders at the time of their creation, and people remain fascinated by both of their demises today. One key difference is that the *Titanic's* sinking happened on her first voyage, while the *Hindenburg* had safely crossed the ocean dozens of times before. Also, a larger percentage of passengers survived the *Hindenburg* disaster than the *Titanic* disaster. Another difference is that while the *Hindenburg* disaster effectively brought about the end of travel by airship, the *Titanic* disaster did not bring about the end of travel by ocean liner.

### **ESCAPE FROM THE HINDENBURG QUIZ**

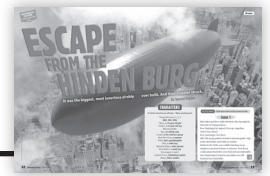
#### **\*Higher Level (HL)**

1. C, D (text structure; R.5)
2. C (text features; R.7)
3. B (figurative language, author's craft; R.4)
4. B, C (mood, author's craft; R.4)
5. C (vocabulary; R.4)
6. A (character; R.3)
7. The mood of Scene 8 is frightening and suspenseful. One way Spencer Kayden creates this mood is by including Herb Morrison's eyewitness account of what he saw the day the *Hindenburg* crashed. Readers have already heard Morrison's account once before in Scene 1, so we know exactly how the tragedy is about to unfold. In Scene 8, however, Bree and Jaden are on the airship. This makes Herb Morrison's commentary all the more intense and suspenseful, and leaves readers wondering what will happen to Bree and Jaden as the disaster unfolds. Another way Kayden creates this mood is through sensory details. She uses using vivid words such as *jolt*, *lurches*, *plummet*, *hurled*, and *stagger*, as well as figurative language such as, "Tongues of flame flick into the room" and "Otto's mother appears like a ghost from the thick smoke." This imagery evokes feelings of fear and anxiety and leaves readers on the edges of their seats wondering what will happen to Otto, Otto's mother, and Bree and Jaden. (author's craft, mood, text evidence, writing an explanatory text; R.4, R.1, W.2)
8. The last line of the play, in which Bree walks back to the silver door and opens it only to find a concrete wall, suggests that Bree and Jaden did in fact just travel through time. Earlier in the play, when they walked through a silver door that looked like the *Hindenburg*, Jaden proposes that perhaps they may have just ended up in some interactive part of the museum tour. Now that the silver door that was once there is gone, readers can infer that the ambulance door that they climbed through in 1937 was their portal back to the present—and that the portal is now closed. (inference, text evidence, writing an explanatory text; R.1, W.2)

### **ESCAPE FROM THE HINDENBURG QUIZ**

#### **\*Lower Level (LL)**

1. C, D (text structure; R.5)



## Escape From the Hindenburg cont'd

2. C (text features; R.7)
3. B (figurative language, author's craft; R.4)
4. B, C (mood, author's craft; R.4)
5. C (vocabulary; R.4)
6. A (character; R.3)
7. The mood of Scene 8 is frightening and suspenseful. One way Spencer Kayden creates this mood is by including Herb Morrison's eyewitness account of what he saw the day the *Hindenburg* crashed. Readers have already heard Morrison's account once before in Scene 1, so we know exactly how the tragedy is about to unfold. In Scene 8, however, Bree and Jaden are on the airship. This makes Herb Morrison's commentary all the more intense and suspenseful, and leaves readers wondering what will happen to Bree and Jaden as the disaster unfolds. Another way Kayden creates this mood is through sensory details. She uses using vivid words such as *jolt*, *lurches*, *plummet*, *hurled*, and *stagger*, as well as figurative language such as, "Tongues of flame flick into the room" and "Otto's mother appears like a ghost from the thick smoke." This imagery evokes feelings of fear and anxiety and leaves readers on the edges of their seats wondering what will happen to Otto, Otto's mother, and Bree and Jaden. (author's craft, mood, text evidence, writing an explanatory text; R.4, R.1, W.2)
8. The last line of the play, in which Bree walks back to the silver door and opens it only to find a concrete wall, suggests that Bree and Jaden did in fact just travel through time. Earlier in the play, when they walked through a silver door that looked like the *Hindenburg*, Jaden proposes that perhaps they may have just ended up in some interactive part of the museum tour. Now that the silver door that was once there is gone, readers can infer that the ambulance door that they climbed through in 1937 was their portal back to the present—and that the portal is now closed. (inference, text evidence, writing an explanatory text; R.1, W.2)

6. Sample response: Due to the blizzard over the weekend, the fleet of school buses sat motionless and covered in snow in the parking lot.

### CORE SKILLS WORKOUT: MAKING INFERENCES

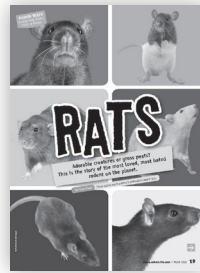
1. Answer provided.
2. Sample answers:  
**Bree:** It's three days before the crash. We have to warn them! (Scene 4)  
**Bree:** The exhibit mentioned a hydrogen leak. Maybe we can figure out where it is. **Jaden:** How? Hydrogen is invisible. **Bree:** I don't know! But we have to help. (Scene 5)
3. Max thinks that Bree and Jaden are a cabin boy and a cabin girl—people like him employed to wait on the *Hindenburg's* passengers and officers.
4. Jaden squeezes Bree's hand because he's heard this commentary before and he knows that the *Hindenburg* is about to burst into flames.
5. This line suggests that Bree and Jaden did not just take part in an interactive museum exhibit, but that they did in fact travel through time, and the portal is now closed. (Answers will vary.)

### VOCABULARY PRACTICE

1. B
2. A
3. cafeteria
4. sidewalk
5. a broken window (Answers will vary.)



## “Rats”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 24

Answers will vary. Sample response:

“Ewwww!” by Allison Friedman and “Awwww!” by Kristin Lewis present very different perspectives on rats. While both authors write about rats and our relationship to them, each establishes a distinct tone through their word choices and the details they include. Friedman presents a negative perspective on rats, while Kristin presents a positive one.

Both authors perspectives and purposes are clear from the very start of their articles, beginning with the text features they each choose to include. First, take Friedman’s choice of title, “Ewwww!,” which is an expression of disgust. Then consider her subtitle, “Rats are stealing our food, trashing our stuff, and making us sick. Can they be stopped?” This subtitle is a list of three troublesome and damaging things rats do, which sets up the idea that these creatures are a problem. Most telling is her choice of opening image. The rat pictured is wet, filthy, and sitting on top of a sewer grate. Together, these text features convey a negative attitude toward rats. In contrast, Lewis’s title, “Awwww!,” is an expression of appreciation for cuteness or sweetness. Her subtitle has a heart in it and suggests there are many reasons we should love rats. Finally, her opening image shows two clean, soft rats snuggling sweetly in a blanket. Clearly, these text features are meant to convey her positive attitude toward rats.

Reading on, one can continue to easily discern how the authors feel about rats through their word choices. Friedman describes rats using adjectives such as “grimy” and “pesky,” and says rats have “bald, wormlike tails” and “long, skinny, yellow teeth.” Nouns she uses to refer to rats include

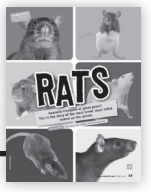
“shadows,” “culprits,” “enemies,” “aliens,” “villains from a superhero movie,” “disease spreaders,” and “monsters.” When describing the actions of rats she uses verbs like “torment,” “contaminate,” and “endanger.” Clearly, Friedman finds rats revolting and sees them as problem that must be dealt with urgently. Conversely, Lewis describes rats as “calm,” “clean,” “loyal,” “affectionate,” “clever,” “adaptable,” and “empathetic.” She refers to them as “Spider-Mans,” “geniuses,” “swimming superstars,” and “heroes.” These words convey Lewis’s admiration and respect for rats. She clearly wants readers to consider rats in a different, more positive light.

Reading these very different perspectives certainly gives me a broader understanding of rats. This is made especially clear when comparing the details the authors include. For example, take the details related to rats and disease. Friedman presents the example of the plague, a disease that killed almost 200 million people and that is often spread by rats (21). She adds that the plague is just one of many diseases that rats can spread to us, and that “diseases carried by rats are thought to have caused more deaths than all wars on Earth combined” (21). Lewis, on the other hand, presents the inspiring example that there are rats that have been trained to detect the disease tuberculosis (24). Lewis adds that those same rats have detected 108,000 unexploded land mines, saving the lives of countless people (24). Having both of these pieces of information, rather than either on its own, helps give me a broader understanding of rats and what they do. Knowing only the negative things rats can do (spread disease) or only the positives (help sniff out disease and bobs) would give me an incomplete picture of rats and the effect they can have on humans.

In conclusion, Friedman’s and Lewis’s distinct tones and purposes are important to consider. “Ewwww!” helps me understand the problems that rat populations have caused

**section continues >>**





## “Rats” cont’d

throughout history, as well as the threats they still pose today. It also gives me simple steps I can take to help control the rat population. At the same time, after reading “Awwwww!” I understand that rats do have positive qualities and it may be unfair to view them solely as detestable pests.

### ANSWERS TO ACTIVITY SHEETS

#### PREPARING TO WRITE: ANALYZING TONE

Answers will vary slightly. Sample responses:

##### 1. TEXT FEATURES

###### • “Ewwwww!”

**Title:** “Ewwwww!” is an expression of disgust.

**Subtitle:** The subtitle is a list of three troublesome and damaging things rats do to humans.

**Opening image:** The rat in the photograph is wet, filthy, and sitting on top of a sewer grate with body language and a facial expression that make him appear to be up to no good. All of these text features convey a negative attitude toward rats.

###### • “Awwwww!”

**Title:** “Awwwww!” is an exclamation of appreciation for cuteness or sweetness.

**Subtitle:** The subtitle has a heart in it and suggests we should love rats.

**Opening image:** The rats in the photographs are clean, soft, and snuggling sweetly. All of these text features convey a positive attitude toward rats.

##### 2. WORD CHOICES

###### • “Ewwwww!”

**Adjectives:** grimy, pesky, bald, wormlike, yellow

**Verbs:** stealing, trashing, claw, endangered, bothered, pestering, snuck, tormented, stole, hid, contaminated, gnaw, destroy, scarf

**Nouns:** shadows, culprits, enemies, aliens, villains from a superhero movie, disease spreaders, monsters

###### • “Awwwww!”

**Adjectives:** extraordinary, calm, loyal, affectionate, clean, cheap, empathetic, clever, adaptable, trained

**Verbs:** sniff out, learn, remember, drive, grooming, respond, detect, help

**Nouns:** Spider-Mans, geniuses, swimming superstars, heroes

##### 3. DETAILS:

###### • Rats and disease:

**“Ewwwww!”:** “The plague is just one of more than a dozen diseases that rats can spread to us.” (p. 21)

**“Awwwww!”:** “Some rats learn to detect the disease tuberculosis.” (p. 24)

###### • Rats and cleanliness:

**“Ewwwww!”:** “Picture a rat in your mind: The grimy fur. The long, skinny, yellow teeth.” (p. 20)

**“Awwwww!”:** “They’re clean too, grooming themselves even more than cats do.” (p. 23)

###### • Rats’ physical abilities:

**“Ewwwww!”:** “Our enemies have powers that we can only dream of. They claw their way up the sides of buildings. They collapse their ribs to squeeze through tiny spaces. They have teeth as strong as steel.” (p. 20)

**“Awwwww!”:** “Thanks to their long claws, rats are great climbers. They can carry objects that weigh far more than they do. And they can drop to the ground from 50 feet without so much as a stubbed toe.” (p. 23)

##### 4. SENTENCE STEMS:

###### Slide 6:

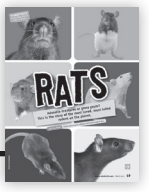
- Author Allison Friedman expresses the view that rats are a threat, our enemies, and a problem that must be dealt with.
- Author Kristin Lewis expresses the view that rats are extraordinary creatures that deserve our respect and admiration.

###### Slide 7:

- Friedman’s tone could be described as disgusted, disliking, concerned, negative.
- Lewis’s tone could be described as admiring, positive, impressed.

###### Slide 8:

- Reading “Ewwwww!” helps me understand the problems that rat populations have caused throughout history and the threats they still pose to humans and animals. It also gives me simple steps I can take to help control the rat population today.
- Reading “Awwwww!” helps me understand that rats can be seen in a different way: not as detestable or dangerous pests, but as creatures with amazing abilities that can be our companions and even help save lives.



## “Rats” cont’d

### “EWWW!”

#### CLOSE-READING QUESTIONS

1. “Ewww!” is an expression of disgust. The subtitle is a list of three troublesome and damaging things rats do to humans. And the rat in the photograph is wet, filthy, and sitting on top of a sewer grate with body language and a facial expression that make him appear to be up to no good. These text features convey a negative attitude toward rats.
2. Throughout the introduction, Friedman uses war metaphors to describe humans’ relationship with rats. She presents rats as powerful “enemies” that we’ve been “locked in battle” with for thousands of years. She describes the costs of this war—billions of dollars and millions of lives—and lists our failed attempts to “defeat our enemies.” This language reveals her point of view that rats are deadly, damaging, and out of control.
3. Rats contributed to the spread of the plague, a disease that killed nearly 200 million people, as well as many other deadly diseases. Rats continue to spread diseases to people and destroy property and food. They’ve also caused the extinction of species and put others at risk.
4. In the final line of the introduction, Friedman says of the war that’s raging between rats and humans, “scientists aren’t so sure that we’re going to win.” The section “Cleaning Up Our Nests” explains the obstacle that prevents humans from bringing rats under control today: us, specifically our mishandling of garbage and a changing climate. Scientist Robert Corrigan offers steps we can all take to help—picking up litter, sealing lids, discarding less. He brings back the war metaphor, saying that taking these steps gives us “our best chance of winning the war against rats.”

### “AWWWW!”

#### CLOSE-READING QUESTIONS

1. The text features convey a positive attitude toward rats. The title, “Awww!,” is an exclamation of appreciation for cuteness or sweetness, the subtitle has a heart in it and suggests we should love rats, and the rats in the photograph are clean, soft, and snuggling sweetly on a blanket.
2. Friedman describes rats that “claw their way up the sides of buildings” like “villains from a superhero movie.” By

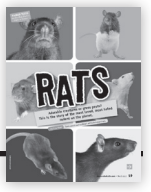
casting rats as the evil character in a superhero movie, Friedman sounds unnerved by rats’ impressive climbing abilities. In contrast, Lewis calls rats “the Spider-Mans of the rodent world.” She says, “Thanks to their long claws, rats are great climbers,” adding that “they can drop to the ground from 50 feet without so much as a stubbed toe.” Lewis’s tone is impressed and amazed.

3. Friedman includes statistics about the plague, the number of diseases that can be spread by rats, and the total number of deaths caused by such diseases in the past 1,000 years. Lewis includes a detail about the APOPO rats that have been trained to detect disease in humans. The details in Friedman’s article express concern about rats’ negative impact on human health, while the detail about APOPO rats expresses admiration and appreciation for a way rats can improve human health. Seeing both types of details helps readers understand that rats are highly intelligent and can help us, but that the scale of harm they’ve caused to human health is unimaginable.

### “EWWW!” AND “AWWWW!”

#### CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary.
3. Answers will vary. Students may offer that tone is how an author presents their attitude, perspective, and emotions about the subject matter to a reader, like a strategy for connecting with readers and creating a certain reaction in them. Evaluating tone helps readers better understand a text and what an author’s purpose in writing a text is—such as raising awareness, persuading readers to do something, entertaining them, changing their minds, etc. Friedman clearly intends to inform readers about the problems rats cause—problems that need the serious attention of scientists as well as everyone else. Lewis presents the opposite view of rats—not as reviled creatures but as extraordinary ones worthy of respect and admiration.
4. Students may offer that an article can have a general tone, but that individual sections or lines can have a unique tone. For example, in the section “Traps, Poison, and Dogs,” Friedman has an urgent tone as she discusses species that have gone extinct or are at risk because of rats, saying, “Clearly, something has to be done.” Then,



## “Rats” cont’d

in the same section, when talking about rats eating almost anything, Friedman writes, “(Soap? Delicious! Shoe leather? Yes, please! Glue? Yum!).” Here, her tone is humorous.

### PAIRED-TEXT QUIZ

#### \*Higher Level (HL)

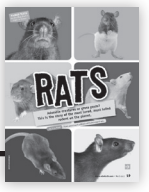
1. C (author’s craft; R.4)
2. C (text structure; R.5)
3. A,B (key ideas & supporting details; R.2)
4. B (delineating central claims; R.8)
5. B (vocabulary, R.4)
6. B (synthesis; R.9)
7. Authors Allison Friedman and Kristin Lewis both view rats as intelligent creatures. In her article “Ewww!,” Friedman quotes a scientist and rat control expert who says of rats, “They are amazing at adapting to a long list of challenges” (22). Friedman herself goes on to say that rats are “smart and quickly learn to avoid traps and poison” (22). In her article “Awww!,” Lewis praises rats’ intelligence, calling them “basically geniuses” (23). She explains that they learn quickly and have great memories. She also writes that rats can find their way out of mazes, learn to drive tiny cars, be trained to use a litter box, and respond to their names (23). Clearly, rats’ superior intelligence is one topic on which Friedman and Lewis can agree. (synthesis, writing an explanatory text; R.9, W.2)
8. According to Friedman, humans might be able to get the rat population under control with the help of new technologies and by changing our own daily behaviors. In the timeline “Rats Through the Ages,” the section “New Tools” Friedman explains that scientists are working hard on new technology to help in the fight against rats. It goes on to describe one tool in particular, a chemical mixture, that prevents rats from having babies. This tool is still in the testing phase, but could soon be our best shot at controlling the rat population. But, as Friedman explains, all of us have a role to play in getting the rat population under control. In the section “Cleaning Up Our Nests,” for example, she explains that part of the reason rat populations continue to grow is because our garbage provides them with a food source. Friedman writes, “In the U.S. alone,

people create almost 300 million tons of garbage each year” (22). She goes on to say that “much of that trash ends up spilling out of garbage cans and littering the streets—where it becomes a tasty meal for rats” (22). In other words, our mishandling of garbage encourages growing rat populations. She says we must seal our trash lids, pick up litter, and reduce the amount of trash we create if we want to be part of the solution to the rat problem. (key ideas and details, writing an explanatory text; R.2, W.2).

### PAIRED-TEXT QUIZ

#### \*Lower Level (LL)

1. C (author’s craft; R.4)
2. C (text structure; R.5)
3. A,B (key ideas & supporting details; R.2)
4. B (delineating central claims; R.8)
5. B (vocabulary, R.4)
6. B (synthesis; R.9)
7. Authors Allison Friedman and Kristin Lewis both view rats as intelligent creatures. In her article “Ewww!,” Friedman quotes a scientist and rat control expert who says of rats, “They are amazing at adapting to a long list of challenges” (22). Friedman herself goes on to say that rats are “smart and quickly learn to avoid traps and poison” (22). In her article “Awww!,” Lewis praises rats’ intelligence, calling them “basically geniuses” (23). She explains that they learn quickly and have great memories. She also writes that rats can find their way out of mazes, learn to drive tiny cars, be trained to use a litter box, and respond to their names (23). Clearly, rats’ superior intelligence is one topic on which Friedman and Lewis can agree. (synthesis, writing an explanatory text; R.9, W.2)
8. According to Friedman, the rapid reproduction rate of rats is being addressed by scientists who are developing new technologies that may prevent rats from reproducing. In the timeline “Rats Through the Ages,” the section “New Tools” Friedman explains that scientists are working hard on developing a chemical mixture that prevents rats from having babies. This tool is still in the testing phase, but could help control the rat population. (key ideas and details, writing an explanatory text; R.2, W.2).



## **“Rats” cont’d**

### **VOCABULARY PRACTICE**

1. B
2. B
3. A
4. B
5. Answers will vary.
6. Answers will vary.
7. Answers will vary.

### **CORE SKILLS WORKOUT: FINDING AND USING TEXT EVIDENCE**

#### **\*Higher Level (HL)**

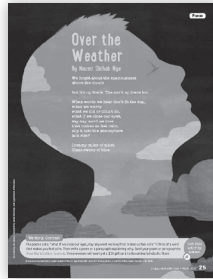
1. B, C
2. **A.** Answers will vary. Sample response: “They also gnaw through our walls, pipes, and electrical wires, causing fires.” (p. 22)  
**B.** Destroying infrastructure and causing fires can put people in great danger.
3. Answers will vary. Sample response: When it comes to the problem of controlling rats, humans are part of the problem. As author Allison Friedman explains in her article “Ewwww!,” part of the reason rat populations continue to grow is because our garbage provides them with a food source. Friedman writes, “In the U.S. alone, people create almost 300 million tons of garbage each year.” She goes on to say that “much of that trash ends up spilling out of garbage cans and littering the streets—where it becomes a tasty meal for rats.” In other words, our mishandling of garbage only encourages a growing rat population. Unless we can learn to seal our trash lids, pick up litter, and reduce the amount of trash we create, we will only have ourselves to blame for the rat problem.

### **CORE SKILLS WORKOUT: FINDING TEXT EVIDENCE**

#### **\*Lower Level (LL)**

1. B, C
2. **A.** Answers will vary. Sample response: “They also gnaw through our walls, pipes, and electrical wires, causing fires.” (p. 22)  
**B.** Destroying infrastructure and causing fires can put people in great danger.

## “Over the Weather”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### WRITING PROMPT, PAGE 25

Responses will vary.

### ANSWERS TO ACTIVITY SHEETS

#### “OVER THE WEATHER” POETRY ANALYSIS

1. Perhaps she is referring to times when we hear others say things that seem wrong or untrue, or are upsetting because they aren't what we were expecting or hoping for.
2. The poet is talking about feeling anxiety about something we did—worrying that we made a mistake or did something wrong—or feeling anxiety that we failed to do something that we should have done.
3. The poet is using the space above the clouds as a metaphor for a state of mind where we feel calm and peaceful, undisturbed by what is going on around us or by our own anxieties.
4. Students may say that “creamy” suggests a soft, smooth, rich, comforting, pleasing quality of quiet.
5. “Miles” and “quiet”; “swoop” and “blue”
6. The poem describes the area above the clouds—a vast space of clear blue sky. The title “Over the Weather” refers to this space, where it is quiet and clear no matter what is going on with the weather—rain, snow, hail, etc.—below. The title connects to the idea in the poem that there is a place you can go in your mind where you will feel calm no matter what is going on. The title might also be a play on the expression “under the weather,” which refers to feeling slightly ill or sad; the poem is about how we can feel the opposite of sick or sad.

7. Perhaps the poet left lines of empty space around the third line of the poem and before the last two lines to visually reflect the idea of spaciousness that develops throughout the poem. Students may observe that the breaks between stanzas slow down their reading, causing them to pause slightly before and after reading the third line and before reading the last two lines, further contributing to a sense of calm and spaciousness.
8. The illustration expresses the idea in the poem that in our minds, we can go to a place where it is calm and sunny and spacious (represented by the blue sky with just a few white fluffy clouds inside the person's head) that is above the weather (represented by the dark gray clouds near the bottom of the page, which are outside, not inside, the head). Perhaps the dark background reflects the idea that in our minds, we can rise above and leave behind whatever is going on around us, to the point where it disappears.
9. Answers will vary.

# "Do You Need To Know How to Tell Time?"



## ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 27 should include some of the following points:

### YES!

1. Learning to read an analog clock can help strengthen math skills.
2. Analog clocks help us visualize the passage of time.
3. Looking at your phone for the time can lead you to get distracted by all of your texts and notifications.

### NO!

1. We have digital clocks to tell us the time.
2. Most people today own a cell phone and can use that instead of an analog clock to tell the time.
3. We shouldn't take up precious class time in school to learn a skill that we don't really need.

## ANSWERS TO ACTIVITY SHEETS

### "DO YOU NEED TO KNOW HOW TO TELL TIME?" VOCABULARY PRACTICE

1. B
2. A
3. B
4. A
5. B
6. B



## “Wake Up, Maddalena”



### ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

#### ACTIVITY, PAGE 28

See answers to the Sensory Details activity on the next page, which support this task in the magazine.

#### WRITING PROMPT, PAGE 29

Responses will vary.

### ANSWERS TO ACTIVITY SHEETS

See answers to the Sensory Details activity on the next page.



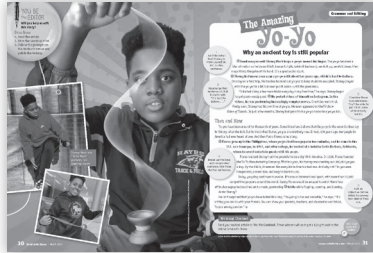
## “Wake Up, Maddalena” cont’d

### SENSORY DETAILS

Answers will vary slightly. Sample responses:

Type of Sensory Detail	Vivid Sentence
Sight	<p>“Maddalena plucked a cherry from the tree branch and dropped it into the overflowing bowl.”</p> <p>“The sky, which was always, always clear, was rapidly filling with dark clouds.”</p> <p>“She turned quickly, the cherries scattering.”</p> <p>“At the bottom of the ladder, she came to a tunnel, about four feet high, illuminated by a green glow.”</p> <p>“People in red suits walked this way and that. . .”</p> <p>“It held an impossible sight: a planet, blue and green and glowing, suspended in an expanse of darkness.”</p>
Smell	<p>“Musty air filled her nose.”</p> <p>“It smelled like a box that had been closed for many years.”</p>
Sound	<p>“All was quiet and still. No bird chirped. No mosquito buzzed. By now, the sky had unleashed a steady rain, but even that was silent, as though someone had turned down the volume on the world.”</p> <p>“People in red suits walked this way and that, their steps tapping on the metal floor.”</p> <p>“‘Welcome back, Maddalena,’ the voice said, cutting through the cacophony.”</p>
Taste	<p>“When Maddalena opened her eyes, she was slumped in a hard chair, a taste like cardboard on her tongue.”</p> <p>“The tart synthetic cherry pie she had eaten before climbing into her sleeping pod.”</p>
Touch	<p>“She hefted the door open...”</p> <p>“When Maddalena opened her eyes, she was slumped in a hard chair. . .”</p> <p>“The powdery purple dirt of home between her toes.”</p>

## “The Amazing Yo-Yo”



### ANSWERS TO ACTIVITY SHEETS

#### VARY YOUR SENTENCES

Answers will vary. Here is a sample revision of the paragraph:

We went to the mountains last weekend. We brought a lot of stuff, including skis, hot cocoa, snow boots, firewood, and board games. Saying that it's important to protect our skin, my mom put sunscreen all over us. She insisted that you can get a sunburn in winter when the sun reflects off the snow. Unfortunately, my mom used the kind of sunscreen that doesn't blend into your skin, so the sunscreen stayed white on our skin. We all looked silly, but we had a lot of fun anyway.

#### USING PRECISE WORDS

Answers will vary. Here is a sample revision of the paragraph:

I had an **awesome** time with my family on Saturday. My dad made us a **scrumptious** breakfast of blueberry pancakes. Then we all went to the park. The weather was **delightful**, and our dog, Robert, had a **splendid** time playing fetch. That afternoon, we went to see a movie. My mom didn't really like it, but I thought it was **entertaining**. For supper, we ordered pizza from Joe's. Their pizza is **delectable**!