

Table of Contents

1. GRAMMAR: "WOULD YOU EAT VOLCANO PIZZA?"	PAGE 1
2. NARRATIVE NONFICTION: "CHASING THE WIND"	PAGES 2-7
Writing Task	2-3
Writing Planner: William's Windmill	3
Close-Reading and Critical-Thinking Questions	3-4
Vocabulary	4
Quizzes (two levels)	4-5
Core Skills activities	5-7
Video Discussion Questions	7
3. SHORT READ: "WHY ARE YOUR SNEAKERS SO BRIGHT?"	PAGE 8-10
Writing Task	8
Short Write Kit	8-9
Vocabulary	9
Quizzes (two levels)	9
Core Skills activities	9-10
4. PLAY: THE NECKLACE	PAGES 11-13
Writing Task	11
Writing Planner: Pierre and Matilda	11
Close-Reading and Critical-Thinking Questions	11-12
Vocabulary	12
Quizzes (two levels)	12-13
5. PAIRED TEXTS: "MENTAL HEALTH HERO"	PAGES 14-17
Writing Task	14
Writing Planner: Coping With Anxiety	15
Close-Reading and Critical-Thinking Questions	15-16
Vocabulary	16
Quizzes (two levels)	16-17
6. DEBATE/ESSAY KIT: "YOUR NEXT VACATION: SPACE?"	PAGE 18
Writing Task	18
Vocabulary	18
7. POEM: "A POPPY BLOOMS"	PAGE 19
Poetry Analysis	19
8. FICTION: "FREDDIE IN THE SHADE"	PAGE 20-23
Writing Task	20
Writing Planner: Freddie's Conflict	21
Close-Reading and Critical-Thinking Questions	21-22
Quizzes (two levels)	22-23
Core Skills activities	23
9. ROOT POWER: "GREETINGS FROM CAMP CHICKAREE"	PAGE 24
Root Challenge	24
Root Power	24

10. YOU BE THE EDITOR: "THE LAND OF THE MIDNIGHT SUN"

PAGE 25-26

Using Precise Words

25

Complex and Compound Sentences

25

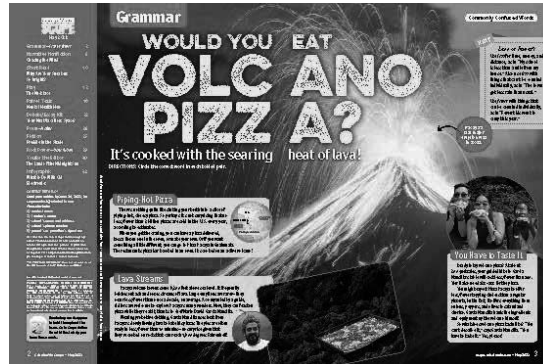
Repairing Run-Ons and Ramblers

25-26

Using Colons and Semicolons

26

“Would You Eat Volcano Pizza?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Piping-Hot Pizza

There's nothing quite like sinking your teeth into a slice of piping-hot, cheesy pizza. So perhaps it's not surprising that no **fewer** than 3 billion pizzas are sold in the U.S. every year, according to estimates.

When you get the craving, you can have a pizza delivered, toss a frozen one in the oven, or make your own. Or if you want something a little different, you can go to Pizza Pacaya in Guatemala. The restaurant's pizza isn't cooked in an oven. It's cooked on an active volcano!

Lava Streams

Pacaya volcano towers some 8,300 feet above sea level. It frequently belches out ash and oozes streams of lava. Large eruptions are rarer—they occur **less** than once a decade, on average. Accompanied by a guide, visitors are welcome to explore Pacaya's many wonders. Now, they can feast on pizza while they're at it, thanks to chef Mario David García Mansilla.

Wearing protective clothing, García Mansilla uses heat from Pacaya's slowly flowing lava to bake his pizzas. The pies are often ready in **less** than 10 minutes—no surprise given that they're cooked on rocks that can reach 1,800 degrees Fahrenheit!

You Have to Taste It

Ready to try volcano pizza? At about 300 quetzales, your guided hike to García Mansilla's table will cost **less** than \$40. You'll also need \$35–\$55 for the pizza.

You might expect Pizza Pacaya to offer **fewer** topping choices than a regular pizzeria, but in fact, it offers everything from onions, peppers, and olives to salami and chorizo. García Mansilla hauls the ingredients and equipment up the volcano himself.

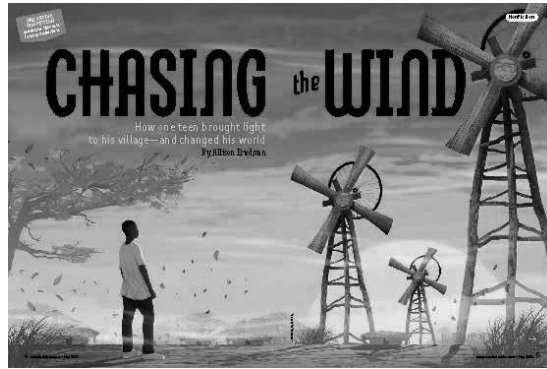
So what does volcano pizza taste like? “You can't describe it,” says García Mansilla. “You have to taste it.” Yes, please!

ANSWERS TO ACTIVITY SHEET

LESS OR FEWER?

1. fewer
2. less
3. less
4. Fewer
5. less
6. fewer
7. Answers will vary.
8. Answers will vary.

“Chasing the Wind”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 9:

Responses will vary. Sample response:

In her narrative nonfiction article “Chasing the Wind,” author Allison Friedman tells the story of William Kamkwamba, who as a teen built a windmill that brought electricity to his village in Malawi. As Friedman makes evident, William did more than change his family’s life by bringing electricity to their home. He has also had an incredibly positive and lasting impact on his entire village and country.

Prior to building his windmill, William’s family did not have access to electricity because the village they lived in was not close enough to a power plant. As a result, his family faced daily challenges. For example, Friedman explains that every morning, William’s sisters spent over three hours trekking to gather firewood to cook their family’s meals and heat their bathwater (7). And every evening, the family’s home would be “plunged into darkness” without electric lights, which prevented William from being able to read and study at night (7). Friedman goes on to explain that in areas that lack access to electricity and thus modern conveniences like washing machines, vacuums, and electric stoves, “kids—especially girls—often spend so much time doing chores that they have

little time for school” (7). A lack of electricity, Friedman explains, can also negatively affect the way farmers, businesses, and hospitals operate (7). All of these challenges would have been daily realities for the people living in William’s village, where electricity was not available.

William’s windmill, however, changed all of this for his family, his fellow villagers, and many others in his country. His first windmill, Friedman explains, “enabled his family to fill their home with electric lights” (9). Eventually, he was able to build a bigger windmill, along with a solar-powered pump, to achieve his goal of piping water to his family’s farm and garden (9). This was transformational for his family because they would no longer have to rely on rain alone to water their crops, enabling them to harvest twice a year (8). After facing a severe drought and a resulting famine, being able to have a consistent water source for his family’s farm was a life-altering change.

But William’s impact stretches beyond just his family’s house, garden, and farm. He also helped transform the lives of families throughout his village and his country. Friedman writes, “Today all the homes in William’s village glow with electric lights, thanks to solar panels that he helped install” (9). In addition, Friedman explains that William “helped expand the area’s schools and outfit them with electricity, so future generations of curious students will be able to study long past sundown” (9). In other words, in addition to changing his own family’s life by bringing electricity into their home, William helped transform the lives of other



families in his village too. And he didn't stop there. Friedman explains that William now runs a nonprofit organization which "has brought clean energy and low-cost water wells to communities across the country" (9). The group also mentors young changemakers (9). Clearly, William's problem-solving abilities and resourcefulness ended up changing many lives.

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: WILLIAM'S WINDMILL

Responses will vary. Sample responses:

Family

"For William and his family, living without electricity was a daily reality. Every morning, his sisters would trek more than three hours to gather firewood to cook breakfast and heat bathwater. Every evening, the family's home would be plunged into darkness. When William wanted to stay up reading or studying, he had to light a small lantern filled with kerosene—a smelly fuel that can produce choking black smoke. Most of the time, it was easier to just go to bed when the sun went down, like most people in his village." (p. 7); "With a windmill, William realized, he could replace his family's smoky lanterns with bright electric lights. Even better, he could use a windmill to power a pump that would pipe water to his family's maize fields. No longer dependent on rain to grow their crops, the family would be able to harvest twice a year. They would never go hungry again." (p. 8); "Over the following months, William's windmill enabled his family to fill their home with electric lights." (p. 9); "And just as he'd dreamed, he was able to build a bigger windmill—and a solar-powered pump—to pipe water to his family's farm and garden." (p. 9)

Village

"In areas without electricity, the lack of access affects almost every aspect of life. Without conveniences like washing machines, vacuums, and electric stoves, kids—especially girls—often spend so much time doing chores that they have little time for school. Farmers and business owners struggle to expand their businesses without computers. Patients are often treated in pitch-dark hospitals. And without internet access, people have a tough time communicating with the world beyond their villages." (p. 7); "Today all the homes in William's village glow with electric lights, thanks to solar panels that he helped install. He has also helped expand the area's schools and outfit them with electricity, so future

generations of curious students will be able to study long past sundown." (p. 9)

Country

"Now in his 30s, William runs a nonprofit organization in Malawi called Moving Windmills, which has brought clean energy and low-cost water wells to communities across the country. One of the group's main goals is to mentor young changemakers and inspire them to come up with solutions to problems in their communities, just like William did." (p. 9)

"CHASING THE WIND"

CLOSE-READING QUESTIONS

1. The section "A Burst of Light" continues the story that Friedman begins in the introduction. Friedman may have structured her article this way to create suspense. At the end of the introduction, she leaves readers not knowing whether William's windmill will work. This creates suspense and makes readers want to keep reading to find out what will happen. After providing more background information about William and his family, his village, and his journey to make the windmill, she finally reveals toward the end of the article, in the section "A Burst of Light," that William's windmill did work and his dreams of bringing light to his home came true.
2. The section "Lighting the World" explains how important electricity is and how much we rely on it on a daily basis. This helps readers understand what William's life was like without electricity, why he decided to build his windmill, and why he so desperately wanted it to be a success. The section also explains where electricity comes from (mostly power plants) and how electricity is delivered to people's homes (electrical grids). This helps readers understand information that comes later in the article: that there are some places, like William's village in Malawi, that are not able to have power plants deliver electricity to them.
3. Energy poverty is a lack of access to electricity. It occurs in places that are too far away from power plants or in places where connecting to the available electrical grid is unreliable, difficult, and/or expensive.
4. Wind power is a good source of energy in areas like William's because it is a renewable energy source, which means it cannot run out, and because it can be accessed from anywhere. William's village can't be connected to the electrical grid, so harnessing



energy from something that is all around us—wind—is a much better alternative.

5. This quote tells you that William is determined, driven, generous, and confident. After achieving his goal of building a windmill and lighting up his home—a big accomplishment on its own—William was not done. The fact that William wanted to “go bigger” to help his community shows his drive, determination, and generosity. That he told his neighbors to “wait and see” shows that he believes in himself and his ability to achieve his goals.

“CHASING THE WIND”

CRITICAL-THINKING QUESTIONS

1. Answers will vary.
2. Answers will vary, but some qualities students may list include: observant, resilient, open, flexible, innovative, creative, empathetic, and proactive.
3. Answers will vary.

“CHASING THE WIND”

VOCABULARY PRACTICE

1. D
2. A
3. B
4. C

Answers will vary. Sample responses:

5. After the generator stopped working, the power went out.
6. Our family’s new car is outfitted with heated seats, GPS, and an awesome sound system.

“CHASING THE WIND” QUIZ

***Higher Level (HL)**

1. D (vocabulary; R.4)
2. B (figurative language; R.5)
3. C (key ideas and details; R.2)
4. C (text structure; R.5)
5. A, B, C (key ideas and details; R.2)
6. A (summarizing; R.2)
7. One way that energy poverty can affect communities is by reducing access to education. As author Allison Friedman explains in her article “Chasing the Wind,” without conveniences like electric stoves and vacuum cleaners, children—and especially girls—spend much of their days doing chores. William’s sisters, for example, spent three hours each day gathering firewood to use for cooking. Spending

so much time on chores leaves little time for school (7). Another way energy poverty can affect communities is by limiting their means of communication. Friedman writes that “without internet access, people have a tough time communicating with the world beyond their villages” (7). In other words, energy poverty can result in people having little connection to or interaction with the world beyond their own community—which means having limited access to information as well. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

8. Resourcefulness is one of William’s great strengths. When a difficult farming year meant that his family could not afford to send him to school, he didn’t let that obstacle put an end to his dream of becoming a scientist. Rather, he continued his education on his own by visiting a library and checking out the textbooks students his age were reading in school. After reading a book on energy that inspired him to build a windmill for his family, he didn’t let the fact that he had no materials for building the windmill—and no money with which to purchase materials—stop him. He rummaged through a scrapyard for materials and found a way to incorporate the dynamo on his dad’s old bicycle. Clearly, William is not one to give up when he hits a roadblock. Instead, he is a person who finds unique solutions to challenging situations. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

“CHASING THE WIND” QUIZ

***Lower Level (LL)**

1. D (vocabulary; R.4)
2. B (figurative language; R.5)
3. C (key ideas and details; R.2)
4. C (text structure; R.5)
5. A, B, C (key ideas and details; R.2)
6. A (summarizing; R.2)
7. One way that energy poverty can affect communities is by reducing access to education. As author Allison Friedman explains in her article “Chasing the Wind,” without conveniences like electric stoves and vacuum cleaners, children—and especially girls—spend much of their days doing chores. William’s sisters, for example, spent three hours each day gathering firewood to use for cooking. Spending



so much time on chores leaves little time for school (7). (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

8. William was resourceful in several ways. When a difficult farming year meant that his family could not afford to send him to school, he didn't let that obstacle put an end to his dream of becoming a scientist. Rather, he continued his education on his own by visiting a library and checking out the textbooks students his age were reading in school. After reading a book on energy that inspired him to build a windmill for his family, he didn't let the fact that he had no materials for building the windmill—and no money with which to purchase materials—stop him. He rummaged through a scrapyard for materials and found a way to incorporate the dynamo on his dad's old bicycle. Clearly, William is not one to give up when he hits a roadblock. Instead, he is a person who finds unique solutions to challenging situations. (key ideas and details, text evidence, writing an explanatory text; R.2, R.1, W.2)

CORE SKILLS WORKOUT: SUMMARIZING

*Higher Level (HL)

1. Fourteen-year-old William Kamkwamba
2. William grew up in a rural village in Malawi that lacked access to a modern energy system, so the homes in his village did not have electricity. A drought caused farmers like William's father to lose their crops and soon Malawi was suffering through a famine. William's family couldn't afford his school fees after this difficult time.
3. William continued his education by visiting a public library and reading textbooks on his own. One day while reading a book about energy, a light bulb went off in his head: He could build a windmill to bring his family's home electricity, as well as power a pump that could pipe water to their farm so that they would no longer be dependent on rain alone. William spent months building his windmill out of scrap materials.
4. The windmill worked, filling his family's house with lights. He was invited to prestigious technology conferences and went back to school. He built an even bigger windmill and a solar-power pump. The pump piped water to his family's farm. He also

helped install solar panels so the rest of the homes in his village could have electricity.

5. William's whole village has electricity today. He runs a nonprofit organization that brings clean energy and water wells to communities across Malawi. He also mentors young changemakers.

Summary:

Author Allison Friedman's narrative nonfiction article "Chasing the Wind" is about William Kamkwamba, who as a teen built a windmill and brought electricity to his village. William grew up in a rural village in Malawi that lacked access to a modern energy system. Then a drought caused William's father and other farmers like him to lose their crops and Malawi was soon suffering through a famine. Unfortunately, William's family couldn't afford his school fees after this difficult time. But William continued his education by visiting a public library and reading textbooks on his own. One day while reading a book about different kinds of energy sources, he had an idea: He could build a windmill to provide his home with electricity as well as power a pump that could pipe water to his family's farm. William spent months building his windmill out of scrap materials. The windmill worked, filling his family's house with light. Eventually, he was invited to prestigious technology conferences and was given the opportunity to go back to school. He achieved his goal of building an even bigger windmill, as well as a solar-powered pump, to pipe water to his family's farm. Today, William's whole village has electricity and William runs a nonprofit organization that brings clean energy and water wells to communities across Malawi. He also mentors young changemakers.

CORE SKILLS WORKOUT: SUMMARIZING

*Lower Level (LL)

Author Allison Friedman's narrative nonfiction article "Chasing the Wind" is about William Kamkwamba, **who as a teen built a windmill and brought electricity to his village.** William grew up in a rural village in Malawi that **lacked access to a modern energy system.** Then a drought caused **William's father and other farmers like him to lose their crops and Malawi was soon suffering through a famine.** Unfortunately, William's family couldn't afford his school fees after this difficult time. But William continued his education by **visiting a public library and reading textbooks on his own.** One day while reading a book about different kinds of energy sources, he had an idea: **He could build a windmill to provide his home with electricity as well as power a pump that could**



pipe water to his family's farm. William spent months building his windmill out of scrap materials. The windmill worked, filling his family's house with light. Eventually, he **was invited to prestigious technology conferences and was given the opportunity to go back to school.** He achieved his goal of building an even bigger windmill, as well as a solar-powered pump, to pipe water to his family's farm. Today, **William's whole village has electricity and William runs a nonprofit organization that brings clean energy and water wells to communities across Malawi. He also mentors young changemakers.**

CORE SKILLS WORKOUT: TEXT FEATURES

Answers will vary slightly. Sample responses:

1. Malawi is a country in southeastern Africa. It is bordered by Zambia, Tanzania, and Mozambique. It is near the Indian Ocean. The photo depicts mountainous terrain and valleys. Based on the soil and the plant life in the photo, I can infer the climate is hot and dry.
2. The sidebar "Electrifying the World" helps readers understand that humans did not fully understand electricity until somewhat recently. The caption explains that electricity didn't become "widely understood" until the 19th century. It was also in the 19th century that the electrical grid was developed, enabling electricity to be carried long distances. Perhaps this article will explore clean energy sources, like wind energy, that can power an electrical grid.
3. Answers will vary but may include: *curious, intelligent, courageous, bold, hardworking, persistent, positive, joyful*

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Higher Level (HL)

1. D
2. William has a curious mind and loves to learn. (Answers will vary slightly.)
3. A. "William couldn't afford to purchase any materials, so he rummaged through a scrapyard heaped with broken-down junk: rusted pipes, dusty hoses, mangled car parts. To William, the scrapyard was a treasure trove. Bit by bit, he gathered the parts he needed."
B. William found a clever way to overcome the challenge of not being able to purchase the materials one might need to build a windmill: He recycled

items people had discarded as trash and transformed them into what he needed.

4. Sample response: William has had a positive and lasting impact on his village. As author Allison Friedman explains, "Today all the homes in William's village glow with electric lights, thanks to solar panels that he helped install" (9). Then she explains that William also "helped expand the area's schools and outfit them with electricity, so future generations of curious students will be able to study long past sundown" (9). Clearly, by bringing electricity to his village, William has greatly improved not only the quality of life for those living now, but the quality of life for future generations as well.

CORE SKILLS WORKOUT: TEXT EVIDENCE

*Lower Level (LL)

1. D
2. B
3. "William couldn't afford to purchase any materials, so he rummaged through a scrapyard heaped with broken-down junk: rusted pipes, dusty hoses, mangled car parts. To William, the scrapyard was a treasure trove. Bit by bit, he gathered the parts he needed."

CORE SKILLS WORKOUT: EXPLORING TEXT STRUCTURE

Higher Level (HL) and Lower Level (LL)

Answers will vary slightly. Sample responses:

Page 1:

CAUSE: Many people in rural areas of Africa and South Asia do not live close enough to a power plant to have electricity delivered to them.

EFFECT: There are no washing machines, vacuums, electric stoves, or electric lights. Young children, especially girls, spend so much time doing chores they have little time for school.

EFFECT: Farmers and businesses have trouble expanding their businesses without computers.

EFFECT: It is difficult for people to communicate with people beyond their villages.

Page 2:

CAUSE: Malawi experienced a major drought.

EFFECT: Maize crops were destroyed.

EFFECT: Without their staple crop, Malawians suffered through a famine.



EFFECT: William's parents could no longer afford the fees for him to attend school.

Page 3:

PROBLEM 1: William's family was dependent on rain to water his family's maize fields.

SOLUTION 1: William decided to invent a windmill that could power a pump that would pipe water to his family's maize fields.

PROBLEM 2: William couldn't afford to purchase materials to build his windmill.

SOLUTION 2: William used recycled junk he found in a scrapyard to build his windmill.

Page 4: Answers will vary. Sample response:

- In the U.S., electricity is produced at nearly 12,000 power plants, using fossil fuels like coal, oil, and natural gas. These sources of energy contribute to climate change.
- 600,000 miles of power lines carry electricity to people and businesses in the U.S.
- Other sources of power, like wind and sunlight, can be converted to electricity. These energy sources are clean and renewable.
- 775 million people around the world have limited or no access to electricity. This lack of access is called "energy poverty."
- Renewable sources of energy, like wind power, are especially promising in areas that don't have access to an electrical grid.

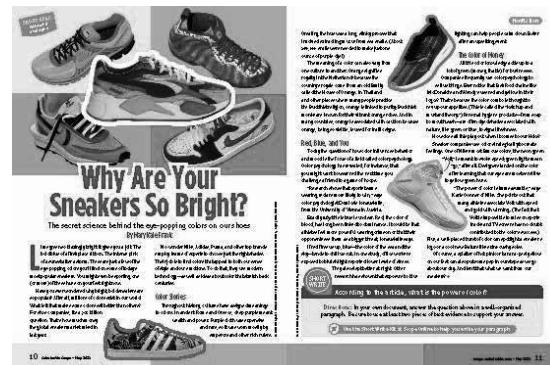
VIDEO DISCUSSION QUESTIONS

1. A mentor is someone who teaches or guides someone. Usually a mentor is older than their mentee and has many years of experience to draw upon to provide advice, guidance, encouragement, and expertise. William likely wanted a mentor to help him so that he didn't have to learn everything about building a windmill on his own. Had he had someone—an expert engineer, for example—to offer him guidance along the way, that person could have helped him figure certain things out as he was working. This might have made the process smoother, faster, or perhaps just more enjoyable.
2. Answers will vary, but students may say that William means that everyone has the potential to innovate and create something great, but not everyone is given the opportunity to do so. For example, William was an intelligent, curious, and driven person. He knew he wanted to build a windmill, and he had the

drive and the ability to do so, but he did not have the best tools to make his dream a reality because he did not have the money to continue to go to school or to purchase the materials he needed. William persevered and managed to build his windmill anyway, but it was a tremendous struggle; other talented individuals might never be able to live up to their potential due to lack of opportunity.

3. Answers will vary.

“Why Are Your Sneakers So Bright?”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 11:

Answers will vary. Here is a sample response:

According to the article, color has the power to influence how we feel and behave, as well as what we purchase. As author Mary Kate Frank explains in her article “Why Are Your Sneakers So Bright?,” different colors can affect us in different ways. For example, Frank explains that research has shown that the red can motivate us competitively and blue can “chill us out” (11). In one study, Frank explains, bluish light helped office workers feel less stressed and sleep better (11). In other words, color can have a significant effect on us. And, according to Frank, companies are very aware of this power of color. She writes, “Ever notice that fast-food chains like McDonald’s and Wendy’s use red and yellow in their logos? That’s because the color combo is thought to rev up our appetites” (11). In this way, color—when it is used in a certain way by companies—also has the power to influence what we buy.

ANSWERS TO ACTIVITY SHEETS

SHORT WRITE KIT

Answers will vary. Sample responses:

Your Claim: According to the article, color has the power to influence how we feel and behave, as well as what we purchase.

Text Evidence 1 :

“If red fires us up, blue—the color of the sea and the sky—tends to chill us out. In one study, office workers exposed to bluish light reported lower levels of stress. They also slept better at night.” (p. 11)

Commentary:

In other words, different colors can influence our moods and emotions in different ways.

Text Evidence 2:

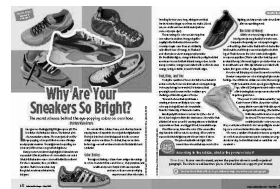
“Ever notice that fast-food chains like McDonald’s and Wendy’s use red and yellow in their logos? That’s because the color combo is thought to rev up our appetites.” (p. 11)

Commentary:

In this way, color—when it is used in a certain way by companies—also has the power to influence what we buy.

Paragraph:

According to the article, color has the power to influence how we feel and behave, as well as what we purchase. As author



Mary Kate Frank explains in her article “Why Are Your Sneakers So Bright?” different colors can affect us in different ways. For example, Frank explains that research has shown that the red can motivate us competitively and blue can “chill us out” (11). In one study, Frank explains, bluish light helped office workers feel less stressed and sleep better. In other words, color can have a significant effect on us. And, according to Frank, companies are very aware of this power of color. She writes, “Ever notice that fast-food chains like McDonald’s and Wendy’s use red and yellow in their logos? That’s because the color combo is thought to rev up our appetites” (11). In this way, color—when it is used in a certain way by companies—also has the power to influence what we buy.

VOCABULARY PRACTICE

1. dominance
2. signifies
3. strategically
4. hues
5. extract
6. B
7. A
8. A
9. A
10. A

“WHY ARE YOUR SNEAKERS SO BRIGHT?” QUIZ

*Higher Level (HL)

1. C (vocabulary; R.4)
2. B (central idea; R.2)
3. B (central ideas and details; R.2)
4. D (key ideas and details; R.2)
5. Our sneakers are so bright because sneaker designers use color psychology to inform their designs, and according to color psychology, bright colors appeal to consumers. As author Mary Kate Frank explains, color psychology reveals that color can influence our mood and behavior (11). For example, Frank explains, red makes people feel powerful, whereas blue makes people feel calm (11). Sneaker designers strategically use information like this to inform their designs. As Frank explains, “One of Nike’s most famous colors, the neon-green ‘Volt,’ is meant to evoke speed; green lights mean ‘go,’ after all. Designers landed on the color after learning that our eyes are most sensitive to yellow-green hues”

(11). Clearly, designers created Volt—a bright color—because they know that this color appeals to our eyes and makes us feel as if we can perform better or run faster. In other words, many sneakers are brightly colored because companies know that bright colors affect us in powerful ways, and therefore, we are more likely to buy a pair of bright, colorful sneakers. (key ideas and details; writing explanatory text; R.2, W.2)

“WHY ARE YOUR SNEAKERS SO BRIGHT?” QUIZ

*Lower Level (LL)

1. C (vocabulary; R.4)
2. B (central ideas and details; R.2)
3. B (vocabulary, interpreting text; R.4)
4. D (key ideas and details; R.2)
5. Sneaker designers use color psychology to help them design sneakers by selecting colors that spark a certain desired emotion in people. As the author explains, “One of Nike’s most famous colors, the neon-green ‘Volt,’ is meant to evoke speed; green lights mean ‘go,’ after all. Designers landed on the color after learning that our eyes are most sensitive to yellow-green hues” (11). Clearly, designers created Volt because they know that this color appeals to our eyes and makes us feel as if we can perform better or run faster. In other words, companies create sneakers in certain colors that they know will affect us in a particular way and make us more likely to purchase a pair of sneakers. (key ideas and details; writing explanatory text; R.2, W.2)

CORE SKILLS WORKOUT: CENTRAL IDEAS AND DETAILS

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

Answers will vary slightly. Sample response:

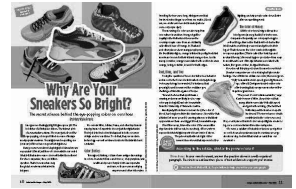
Section Title: “Color Stories”

Central Idea: The meanings assigned to colors can vary from culture to culture and from place to place.

Supporting Details:

- In ancient Rome and Greece, deep purple meant wealth and power.
- In the Netherlands, orange signifies royalty.
- In Thailand, orange is associated with purity
- In many countries, orange is linked with caution because it is used for traffic signs.

Section Title: “Red, Blue, and You”



Central Idea: The field of color psychology has revealed that color can influence behavior and mood.

Supporting Details:

- Research shows that sports teams that wear red are more likely to win.
- One study found that office workers exposed to bluish light were less stressed.
- Research has shown that blue lighting can help people calm down after an upsetting event.

Section Title: “The Color of Money”

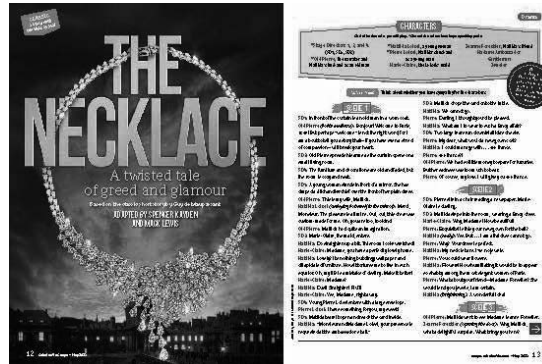
Central Idea: Companies use color psychology to influence what we buy and how we feel when wearing or using certain products.

Supporting Details:

- Fast-food chains use red and yellow because the color combination is thought to make us hungry.
- Personal hygiene products often come in blues and greens to signal freshness.
- Nike created the neon-green Volt color to evoke speed.

Central idea of the article: Colors can influence how we feel and behave, as well as what we purchase.

The Necklace



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 17

Responses will vary.

ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: PIERRE AND MATILDA

Responses will vary.

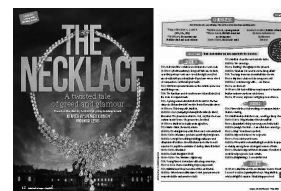
THE NECKLACE

CLOSE-READING QUESTIONS

1. Squalor is a state of dirty, unpleasant neglect. When Matilda says she lives in squalor, she is exaggerating. Her home is small, with old and faded furnishings, but it is “cozy and neat,” and she can afford to employ Marie-Claire, a maid. Matilda’s statement reveals that she is not satisfied with her life—that she pities herself and yearns for a life of glamour and wealth. Students may say that Matilda’s lack of satisfaction reveals that she is greedy, materialistic, vain, or shallow.
2. Matilda says that she is ashamed because she has no jewels. She describes her kind and loving husband as “merely a clerk.” When her friend offers her a wide

selection of jewels to choose from, she asks, “Is there anything else?” These lines show that Matilda highly values wealth and expensive items—perhaps more highly than she values her husband’s devotion or her friend’s generosity.

3. Pierre does not long for status, at least not as intensely as Matilda does. He seems to long for Matilda’s happiness. He goes out of his way to procure an invitation to the ambassador’s ball for her. He buys her an expensive gown when she says she needs one, even though they have little money to spare for luxuries. At the ball, while Matilda is basking in the admiration she is receiving from others, it warms Pierre’s heart to see her so happy.
4. Pierre frantically searches for the necklace and then commits to a life of poverty so that he and Matilda can buy a replacement. Some students may say that he acted honorably by sacrificing to replace the necklace, while others may say that if he or Matilda had been honest with Jeanne, they could have avoided going into debt.
5. Old Pierre compares the number to a funeral bell because a funeral bell signals the end of a life, and the high price of the necklace signaled the end of life as Pierre and Matilda knew it.
6. The play’s ending is ironic because Matilda and Pierre worked for 10 years to pay for an expensive necklace, only to find out that the original necklace was fake; their hard work and sacrifice were



unnecessary. Also, Matilda's desire to appear rich is what led her into poverty.

7. *Fickle* means "tending to change suddenly and unpredictably." Both Matilda and Old Pierre are commenting on how quickly their lives changed with the loss of the necklace. Both may also be suggesting that fate—rather than their own actions—was to blame for the misery they endured.

THE NECKLACE

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may respond that the story is tragic because Pierre and Matilda spend 10 years struggling to pay off debt that they had no need to incur. Others may answer that the couple got what they deserved for lying and indulging Matilda's vain desire to appear rich.
2. Answers will vary. Students may offer that Matilda and Pierre could have been honest with Jeanne. Matilda could have gone to the ball wearing flowers instead of jewels—or with nothing around her neck at all. The pair could have chosen not to attend the ball in the first place if they believed it would require them to spend beyond their means.
3. **"Appearances can be deceiving":** The idea of appearances being at odds with reality is developed throughout the play. Just as Matilda masquerades as a glamorous and wealthy person by wearing a new dress and borrowed jewels, the diamond necklace that appears valuable is just a convincing imitation. At the ball, people see Matilda as sophisticated, radiant, and poised, and she feels like the sparkling "treasure" she wears around her neck. Most of the time, though, she is consumed by an intense and selfish desire for wealth and finds no contentment in her life.
"Money can't buy happiness": The idea that money can't buy happiness—and that the pursuit of wealth can lead to ruin—is a theme of the play. Matilda is miserable with what many would see as a good life and believes that only the trappings of wealth will bring her happiness. Pierre, while more generous and content with his station in life, thinks that spending money on luxuries is worth it for the happiness it will bring Matilda, so he is willing to live beyond their means. In an attempt to possess more—or to appear

to possess more—they end up losing everything and spending 10 years of their lives in misery and debt. **"Honesty is the best policy":** Had Pierre and Matilda told Jeanne what had happened, they would not have bought the expensive replacement necklace and therefore would not have spent their lives laboring to pay for it.

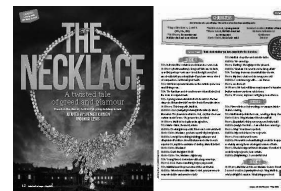
VOCABULARY PRACTICE

1. D
2. C
3. D
4. B
5. dilapidated
6. aghast
7. fickle
8. abject

THE NECKLACE QUIZ

*Higher Level (HL)

1. C (character; R.3)
2. A, C (character, text evidence; R.3, R.1)
3. A (inference, vocabulary; R.1, R.4)
4. A, B, C (text evidence; R.1)
5. B (vocabulary, interpreting text; R.4)
6. C (vocabulary; R.4)
7. The mirror scenes reveal that Matilda changes both physically and internally over the course of the play: from beautiful, charming, vain, and materialistic, to haggard, disheartened, and more realistic. In Scene 1, Matilda stands in front of the mirror with a silk handkerchief saying, "Oui oui, this dress was custom-made for me" as she fantasizes about attending a fancy event where she mingles with wealthy guests. We next see her at the mirror in Scene 5, "admiring herself one last time" after she and Pierre return home from the ambassador's ball. She is admiring her expensive gown and most likely reminiscing about all of the compliments she was paid that night. At this point, Matilda still cares deeply about her appearance and finds fulfillment in fitting in with the wealthy. The next time we see Matilda in front of a mirror, though, she is drastically changed. In Scene 7, when Matilda looks at herself, her hair is "unkempt" and her hands are "coarse and red." She says, "Do you remember that evening long



ago? I am but a shell of that woman.” This comment reveals that she doesn’t feel beautiful or charming anymore, and that the 10 years of hard work and poverty have changed her. (inference, character; R.1, R.3)

8. In the play *The Necklace*, dishonesty has a long-lasting and negative impact on the characters. Matilda is dishonest with Jeanne Forestier twice in the play, and both times it would have worked out much better for Matilda had she just have been honest. In Scene 4, instead of telling Jeanne that Matilda lost the necklace, Matilda tells her a clasp is broken and she is getting it repaired. This buys Matilda and Pierre time to buy a very expensive replacement necklace. The couple has to go into debt to do so. In Scene 6, Matilda returns the replacement necklace to Jeanne Forestier “as though nothing had happened.” Matilda does not tell Jeanne that she lost the necklace and bought a new one to replace the original. This dishonesty ultimately leads to 10 years of poverty, debt, and constant work for both Matilda and Pierre. Pierre gets a second job, Matilda begins to do the housework herself, and the couple moves and sells all of their “fine things.” If Matilda had told Jeanne the truth about the necklace from the start, the couple would not have had to endure these years of unhappiness and debt. In this way, dishonesty has a long-lasting and negative impact on the characters. (character, writing explanatory texts; R.3, W.2)

THE NECKLACE QUIZ

*Lower Level (LL)

1. C (character; R.3)
2. A, C (character, text evidence; R.3, R.1)
3. A (vocabulary; R.4)
4. A, B, C (text evidence; R.1)
5. B (interpreting text; R.4)
6. C (vocabulary; R.4)
7. The mirror scenes reveal how Matilda’s character changes both physically and internally over the course of the play. In the first mirror scene, we learn that Matilda is vain and dreams of being a member of the wealthy class of Paris. She is standing in front of the mirror with a silk handkerchief saying, “Oui oui, this dress was custom-made for me” as she fantasizes about mingling with the upper class. The next time

she is at the mirror, at the beginning of Scene 5, she is “admiring herself one last time” after she and Pierre return from the ambassador’s ball. She is admiring her expensive gown and most likely reminiscing about the compliments she was paid that night. At this point, Matilda still cares deeply about her appearance and finds fulfillment in fitting in with the wealthy. She has not changed yet. However, in the third mirror scene, in Scene 7, Matilda is completely different. As she looks at herself in the mirror, her hair is “unkempt” and her hands are “coarse and red.” She says, “Do you remember that evening long ago? I am but a shell of that woman.” She doesn’t feel beautiful or charming anymore, and is no longer dreaming about being wealthy. Ten years of hard work and poverty have changed her. (inference, character; R.1, R.3)

8. Matilda is dishonest in Scene 6 of the play. In this scene, Matilda returns the replacement necklace to Jeanne Forestier “as though nothing had happened.” Matilda does not tell Jeanne that she lost the necklace and bought a new one to replace the original. This dishonesty ultimately leads to 10 years of poverty, debt, and constant work for both Matilda and Pierre. Pierre gets a second job, Matilda begins to do the housework herself, and the couple moves and sells all of their “fine things.” If Matilda had told Jeanne the truth about the necklace, the couple would not have had to endure these years of unhappiness and debt. In this way, dishonesty has a long-lasting and negative impact on the characters. (character, writing explanatory texts; R.3, W.2)

“Mental Health Hero”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 21

Responses will vary. Sample response:

Teen Jillian Fortney’s personal narrative “Mental Health Hero” and Anna Starecheski’s interview with graphic novelist Raina Telgemeier “It Takes Guts” gave me a better understanding of anxiety, how common it is, and how it affects people. The articles also helped me understand that there are things you can do to make living with anxiety easier.

In the article “Mental Health Hero,” Jillian explains that having an anxiety disorder made her feel like she was alone and wasn’t “normal” (18). But the truth is, as she points out, there is nothing “wrong” with her, and she is not alone. One in three teens experience an anxiety disorder (18). For Jillian, her anxiety disorder causes her to experience physical symptoms, such as a racing heart, shaking, and sweating, as well as emotional symptoms including self-doubt, dread, and mood swings (18). She describes her mind as “noisy.” In the Q&A with Raina Telgemeier, Telgemeier expresses similar symptoms. She says her anxious thoughts can be “overwhelming” and make her feel worried, concerned, and alone. She also experiences physical symptoms such as stomachaches and headaches (21). From both Jillian’s and Telgemeier’s descriptions of their anxiety disorders, I learned that anxiety can manifest itself in a lot of different ways. I also

learned that there is nothing wrong or abnormal about anxiety; it’s just a disorder that some people have. But both Jillian and Telgemeier have found ways to cope with their anxiety. For Jillian, Girl Scouts and dance are activities that help her manage her anxious thoughts. She says that dance forces her to focus on her body and be in the present moment (18). She also notes that therapy, journaling, and music are other ways she copes (19). Telgemeier makes her anxiety quieter by talking to it as if it were a person, trying to make it see that things aren’t so scary (21). She also finds it helpful to talk to someone—a friend, family member, teacher, or therapist. Telgemeier notes that this communication could also be through a text or a note. She says letting someone else in makes her feel less isolated (21). Relatedly, drawing and telling her story in her book *Guts* made her feel like she was less alone because so many others could relate (21).

In sharing their stories, Telgemeier and Jillian help others like them understand that they’re not alone and show them ways in which they might try to manage their own anxiety. Jillian created a space in her school where other kids can feel the same relief and joy she finds in movement. For her Gold Award project for Girl Scouts, she created a dance and movement room that offers a space where dancers can feel safe and comfortable expressing themselves (18, 19). Jillian has also shared her story with her school board, her local paper, and *Scope* magazine so that other students will know that they’re not alone in their noisy minds. Similarly, by writing about growing up with anxiety in her graphic novel *Guts*, Telgemeier gives other people a chance to relate to her experiences, which can help them feel less alone.



ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: COPING WITH ANXIETY

Responses will vary. Sample responses:

1. **"Mental Health Hero":** One in three teens experience an anxiety disorder; Anxiety can have physical symptoms such as a racing heart, shaking, and sweating, and emotional symptoms such as self-doubt, dread, mood swings, and panic attacks. **"It Takes Guts":** Anxiety can cause people to feel worried, concerned, and fearful. Anxious thoughts can be overwhelming. Anxiety can also have physical symptoms such as a stomachache, a headache, or a racing heart. It can be difficult to make these feelings go away.
2. **Jillian Fortney:** Girl Scouts and dance are activities that help Jillian manage her anxiety. She says that dance forces her to focus on her body and be present. She notes that therapy, journaling, and music are among other things that help her. Sharing her experiences with others has been liberating for her.
Raina Telgemeier: Telgemeier makes her anxiety quieter by talking to it as if it were a person, trying to make it see that things aren't so scary. She also finds it helpful to talk to someone—a friend, family member, teacher, or therapist. She notes that this communication could also be through a text or a note. She says letting someone else in makes her feel less isolated. She also uses a technique to relax her body and mind in which she focuses on one part of her body at a time while breathing deeply. Drawing and telling her story without holding back felt good to her; relating to others makes her feel like she's not alone.
3. **Jillian Fortney:** Jillian has helped others by creating a space in her school where other kids can feel the same relief and joy she finds in dance. For her Gold Award project for Girl Scouts, she created a dance and movement room that offers a space where dancers can feel safe and comfortable expressing themselves. Jillian has also shared her story with her school board, her local paper, and *Scope* magazine so that other students know that they're not alone in

their noisy minds.

Raina Telgemeier: By writing stories about her life, Telgemeier gives other people a chance to relate to her experiences, which can help them feel less alone.

"MENTAL HEALTH HERO"

CLOSE-READING QUESTIONS

1. Jillian doesn't literally mean that she hears noises in her head; she means that she has a lot of thoughts filling her mind, pulling her attention in many different directions. Change, imperfection, and social situations can all cause Jillian's mind to become "loud." In other words, she can have trouble managing her thoughts and feelings when she encounters these things.
2. When Jillian was younger, the death of her sister caused her anxiety to intensify. After her sister's death, joining the Girl Scouts and taking dance classes helped Jillian cope with anxiety. These activities gave her something to look forward to. Dancing also quieted her mind by forcing her to focus her attention on her body and be present.
3. Jillian was tasked with solving a problem in her community as part of her Gold Award project for Girl Scouts. She used the opportunity to create a dance and movement room for her school not only because it didn't have a room specifically devoted to this use but also because she knew how helpful movement could be in self-expression and dealing with challenging emotions. She had found relief and joy in dance, and she wanted others to experience that as well.
4. In the last line of the story, Jillian suggests that having an anxiety disorder can feel lonely. Maybe this is because the disorder is difficult for others to understand, or maybe it's difficult for the person with the disorder to talk about it because of fear over how others might react. Sharing her story was freeing for Jillian because it meant she was no longer keeping a part of herself hidden and isolated. Sharing her experiences made her feel open, seen, and connected to others.



"IT TAKES GUTS"

CLOSE-READING QUESTIONS

1. Telgemeier's illustration is of a young person surrounded by large, swirling words that represent her thoughts. The illustration connects to Jillian's description of having a noisy mind; it gives you the idea that these thoughts are very loud inside the girl's mind. What's more, among the words in the illustration are things that Jillian mentions: *death*, *illness*, *not normal*, and *friends*. The words also include things that are unique to Telgemeier, like *intestinal surgery* and *vomit*.
2. Vulnerability is the quality of being vulnerable, that is, being open and allowing your weaknesses to be seen or known at the risk of being hurt physically or emotionally. Both of these texts express the idea that while being vulnerable can be difficult, it can be healthy and even feel good. Jillian created a space where dancers could be vulnerable and express themselves. In order to make mental health a big part of her project, she had to be vulnerable and share her story outside of her family and close friends, which she says was liberating. Starecheski describes Telgemeier's book *Guts* as vulnerable. In response, Telgemeier says it felt good to be completely honest and not hold back, but that it took many years to be able to do that.
3. Both are able to quiet their minds by focusing on their bodies. Both express that opening up to others about their emotions brings them relief. Both share their stories in an effort to show others with anxiety disorders that they are not alone and to provide others with strategies for managing anxiety.

"MENTAL HEALTH HERO" AND "IT TAKES GUTS"

CRITICAL-THINKING QUESTIONS

1. Perhaps one reason Telgemeier titled her book *Guts* was to refer to the physical symptoms that accompany anxiety. Telgemeier says in the interview that anxious thoughts take over not just her mind but also her body, making her stomach hurt—and the word guts is used to refer to our bellies. ("Feeling Anxious?," the sidebar in "Mental Health Hero," also refers to the way anxiety can affect your stomach, noting that when you feel anxious, "your stomach might be doing flips" as part of your body's natural

stress response.) The title *Guts* may also be a reference to courage: When something "takes guts," it requires courage. Perhaps Starecheski titled her article "It Takes Guts" to refer to courage as well as to play on the title of Telgemeier's graphic novel. Answers to the last question will vary.

2. Answers will vary.

VOCABULARY PRACTICE

1. B
2. D
3. A
4. B

Answers will vary for questions 5-8. Sample answers:

5. It takes a lot of practice to be able to simultaneously ride a unicycle and juggle.
6. The playground is subpar because it doesn't have swings.
7. That road is vulnerable to flooding, so be careful if you drive on it after a storm.
8. It felt so liberating to finally tell the truth.

PAIRED TEXTS QUIZ

*Higher Level (HL)

1. A, B (text structure; R.5)
2. D (text structure; R.5)
3. B (vocabulary, key ideas and details; R.4, R.2)
4. B (synthesis, interpreting text; R.9, R.4)
5. B, C, D (central ideas, synthesis; R.2, R.9)
6. Building the dance room helped Jillian Fortney in two ways. One way the dance room helped Jillian was that it gave her a safe space to dance, and dancing is one of the ways she copes with her anxiety. Jillian explains, "Dancing was the first activity that actually quieted my noisy mind. It forced me to focus on my body and be present" (18). Helping to create a dance room at her school also gave Jillian a reason to be more open about her anxiety, which she found helpful. Jillian says, "I told the school board about my anxiety. I told the reporter who interviewed me for the local paper. I told my fellow dancers. It was liberating to share my experiences and show people how movement can help with mental health" (19). Sharing her story was liberating for Jillian because it meant she was no longer keeping a part of herself hidden and isolated. Sharing her experiences made



her feel open, seen, and connected to others. Writing *Guts* helped Raina Telgemeier in a similar way. In the Q&A, she says, “It felt good to be completely honest and not hold back” and “Letting somebody else in makes it so that you’re not alone. I think part of why I like writing stories about my life is that other people can relate, and so suddenly I’m not alone anymore” (20, 21). In other words, sharing her experience with anxiety through *Guts* helped Telgemeier feel seen, just like Jillian felt after she built her dance room and shared her story. (key ideas and details, synthesis, writing explanatory text; R.2, R.9, W.2)

7. According to information in the article “Mental Health Hero” and the Q&A “It Takes Guts,” anxiety can affect the body in several different ways. In “Mental Health Hero,” Jillian explains that her anxiety would sometimes cause her body to shake and sweat or her heart to pound (18). The sidebar “Feeling Anxious?” also refers to the way anxiety can affect your stomach, noting that when you feel anxious, “your stomach might be doing flips” as part of your body’s natural stress response (19). Raina Telgemeier expresses a similar idea in the Q&A when she explains how anxiety sometimes “takes over” her body. She says, “My stomach hurts. My head hurts. My heart races” (20). (key ideas and details, text evidence, synthesis, writing explanatory text; R.2, R.1, R.9, W.2)

PAIRED TEXTS QUIZ

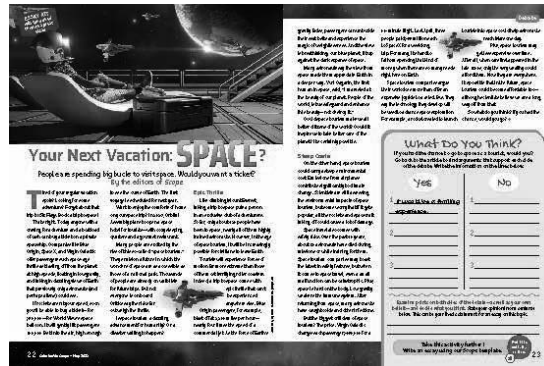
*Lower Level (LL)

1. A, B (text structure; R.5)
2. D (text structure; R.5)
3. B (vocabulary, key ideas and details; R.4, R.2)
4. B (synthesis, interpreting text; R.9, R.4)
5. B, C, D (central ideas, synthesis; R.2, R.9)
6. Building the dance room helped Jillian Fortney in two ways. One way the dance room helped Jillian was that it gave her a safe space to dance, and dancing is one of the ways she copes with her anxiety. Jillian explains, “Dancing was the first activity that actually quieted my noisy mind. It forced me to focus on my body and be present” (18). Helping to create a dance room at her school also gave Jillian a reason to be more open about her anxiety, which she found

helpful. Jillian says, “I told the school board about my anxiety. I told the reporter who interviewed me for the local paper. I told my fellow dancers. It was liberating to share my experiences and show people how movement can help with mental health” (19). Sharing her story was liberating for Jillian because it meant she was no longer keeping a part of herself hidden and isolated. Sharing her experiences made her feel open, seen, and connected to others. (key ideas and details, writing explanatory text; R.2, W.2)

7. According to information in the article “Mental Health Hero” and the Q&A “It Takes Guts,” anxiety can affect the body in several different ways. In “Mental Health Hero,” Jillian explains that her anxiety would sometimes cause her body to shake and sweat or her heart to pound (18). The sidebar “Feeling Anxious?” also refers to the way anxiety can affect your stomach, noting that when you feel anxious, “your stomach might be doing flips” as part of your body’s natural stress response (19). Raina Telgemeier expresses a similar idea in the Q&A when she explains how anxiety sometimes “takes over” her body. She says, “My stomach hurts. My head hurts. My heart races” (20). (key ideas and details, text evidence, synthesis, writing explanatory text; R.2, R.1, R.9, W.2)

"Your Next Vacation: Space?"



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

Answers will vary, but an excellent response to the prompt on page 23 should include some of the following points:

YES!

1. It would be a thrilling experience. (Answer provided.)
2. Many astronauts say the view from space made them appreciate Earth more. Seeing Earth from space could inspire us all to take better care of our planet.
3. Very few civilians have been to space.

NO!

1. Space travel is risky and dangerous.
2. A trip to space would be extremely expensive. Instead of spending all that money on traveling to space, we should be spending the money here on Earth for those in need.
3. Space tourism could cause problems for the environment and contribute to climate change.

ANSWERS TO ACTIVITY SHEET

VOCABULARY PRACTICE

1. B
2. B
3. D
4. B
5. D
6. A
7. C
8. A

“A Poppy Blooms”



ANSWERS TO ACTIVITY SHEET

POETRY ANALYSIS

1. The speaker is describing the writing process.
2. Writing is a difficult process. There is a lot of trying, scrapping, redoing—struggling and dissatisfaction. It is a process of creation and destruction.
3. A writer must have perseverance, or stick-to-itiveness.
4. The end of line 2 feels like a cliffhanger. The sentence breaks at the end of line 2 on the words “and then.” These particular words and the natural pause at the end of a line create a feeling of suspense. What comes before “and then” is about struggling. What comes after is a thing of beauty. It’s a dramatic and sudden change.
5. A poppy is a bright, beautiful flower. It represents writing that is beautiful and the joy that comes with creative expression. (You may want to share with students that the Japanese word *keshi* has two meanings: “poppy” and “to erase.” This is a great example of wordplay, a literary technique in which words are used in clever and playful ways.)
6. Answers will vary but should be similar to “The act of writing is difficult but can result in great beauty” or

“It is through revision— trying, starting over, and trying again—that something extraordinary happens.”

7. Answers will vary. Students might offer that this poem reminds us that hard work pays off—whether it’s learning how to ride a skateboard, practicing a new math skill, or working through a conflict with a friend, persevering through imperfections and failure is the path to excellence and success.

“Freddie in the Shade”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

WRITING PROMPT, PAGE 28:

Essays will vary. Sample response:

In Pam Muñoz Ryan's work of short fiction "Freddie in the Shade," the character Freddie has an internal conflict: He is struggling to accept all of the big changes happening in his life. His dad got remarried, his dad and his new wife are expecting a baby, and they've just moved from a big city in California to a suburb of Minneapolis. He doesn't feel happy about any of these changes and he starts to wear sunglasses everywhere to shut himself off from the world. He feels like they can protect him against more changes. But a new friendship helps him resolve this conflict.

Freddie takes a job at a bakery, where he meets a girl his age named Amy. Instead of spending his days "hibernating" alone in his room, he now spends them talking to Amy. Working at the bakery makes Freddie feel safe and comfortable, and spending time with Amy leads him to open up and talk about his problems. Amy helps Freddie see a positive side to the changes in Freddie's life. For example, Amy says, "... but babies are really cute. And they love you. I mean, they really love you. You're lucky." When she says this, Freddie responds sarcastically, "Yeah, I'm lucky." But when walking home later, he reconsiders what Amy said and

realizes that while "he knew that babies required a lot of attention . . . it hadn't occurred to him he'd be getting any attention in return." This shows that Amy's positive attitude is opening up a new way of thinking for Freddie.

Amy also helps Freddie by helping him realize that he is not the only person struggling with something. When Amy tells Freddie that she is leaving to spend the school year with her mom, Freddie realizes that Amy too is struggling with changes in her life, and that he has not tried hard enough to get to know her. Her leaving also makes him realize that his sunglasses will not protect him from change, so he takes them off. This is a turning point for Freddie: Rather than hiding from the world, he is now going to engage with it. Taking them off is also a way of signaling to Amy that he is now seeing her fully. He has gone from being miserable about the changes taking place in his life to embracing them. He has gone from not wanting to share his feelings to being willing to share them. He has gone from being mostly focused on himself and his own problems to having a greater awareness of and compassion for the struggles that others may be dealing with.

By the end of the story, Freddie doesn't think his new school is so terrible. He becomes friends with Mark and he maintains his friendship with Amy. Additionally, you can infer that he has warmed up to his baby sister from the fact that he is building a snowman for her at the end of the story.



ANSWERS TO ACTIVITY SHEETS

WRITING PLANNER: FREDDIE'S CONFLICT

Responses will vary. Sample responses:

1. Freddie's conflict is internal: He is struggling with all of the big changes happening in his life. His dad got remarried, his dad and his new wife are expecting a baby, and they've just moved from a big city in California to a suburb of Minneapolis. He doesn't feel happy about any of these changes and he starts to wear sunglasses everywhere to shut himself off from the world. He feels like they can protect him against more changes.
2. At the bakery, Freddie meets a girl his age named Amy. Instead of spending his days "hibernating" alone in his room, he now spends them talking to Amy. Working at the bakery makes Freddie feel safe and comfortable, and spending time with Amy leads him to open up and talk about his problems.
3. Amy helps him see a positive side to the changes in Freddie's life. For example, Amy says, "... but babies are really cute. And they love you. I mean, they really love you. You're lucky." When she says this, Freddie responds sarcastically, "Yeah, I'm lucky." But when walking home later, he reconsiders what Amy said and realizes that while "he knew that babies required a lot of attention ... it hadn't occurred to him he'd be getting any attention in return." This shows that Amy's positive attitude is opening up a new way of thinking for Freddie.
4. When Amy tells Freddie that she is leaving to spend the school year with her mom, Freddie realizes that Amy too is struggling with changes in her life, and that he has not tried hard enough to get to know her. Her leaving also makes him realize that his sunglasses will not protect him from change, so he takes them off. This is a turning point for Freddie: Rather than hiding from the world, he is now going to engage with it. Taking them off is also a way of signaling to Amy that he is now seeing her fully.
5. Freddie doesn't think school is so terrible. He becomes friends with Mark and he maintains his friendship with Amy. You can infer that he has

warmed up to his baby sister from the fact that he is building a snowman for her at the end of the story.

6. Freddie learns that life is full of changes, and he can't stop them. Some of those changes, like making new friends, can even be nice. He also realizes that he's not the only person dealing with difficult changes in life. He has gone from being miserable about the changes taking place in his life to embracing them. He has gone from not wanting to share his feelings to being willing to share them. He has gone from being mostly focused on himself and his own problems to having a greater awareness of and compassion for the struggles that others may be dealing with.

"FREDDIE IN THE SHADE"

CLOSE-READING QUESTIONS

1. As the story begins, a lot is changing in Freddie's life: His dad recently got remarried, his dad and his stepmom are expecting a baby, and Freddie's family has just moved from a big city in California to a suburb of Minneapolis. Freddie is unhappy about all these changes. He shows no excitement about any of them; rather, he is focused on what he has lost and how uncomfortable it will be to start ninth grade as the new kid.
2. Freddie takes the job at the bakery as a way of avoiding his dad and his stepmom, Maggie, who have been trying to involve Freddie in preparations for the baby they are expecting. Freddie says he has been spending all of his time in his room to avoid his dad and Maggie; the job will give him an even better way of avoiding them.
3. Answers will vary, but students may say that to Freddie, the sunglasses felt like a protective shield—a barrier between himself and the events in his life that he was unhappy about. Perhaps the sunglasses made him feel hidden, as though if no one could see him, no one could harm him.
4. Amy thinks Freddie is lucky because she sees Freddie having two things she deeply longs for: parents who live together and a sibling. Plus, while it's true that Freddie is currently dealing with the stress and sadness of moving, from now on, he will have the stability of living in the same place year-round, while Amy will continue to shuttle back and forth between two homes in two different towns so that she can



spend time with each of her parents, who are divorced. As Amy explains to Freddie at the end of the story, it's hard for her to go back and forth because other kids establish their friendships and routines while she is away, so she never feels completely a part of things.

5. Students may offer that Freddie takes off his sunglasses in this moment as a way of signaling to Amy that he is now seeing her fully. The sunglasses limited Freddie's perception of everything, including Amy. They provided something for Freddie to hide behind, and he focused so much on himself that he failed to notice what Amy had been trying to tell him about her own struggles. Freddie's removal of his sunglasses also signals that he is at a turning point: Rather than hiding from the world, he is now going to engage with it.
6. Freddie has gone from being miserable about the changes taking place in his life to embracing those changes. He has gone from not wanting to share his feelings to being willing to share them, and he has gone from being quite internally focused to having a greater awareness of and compassion for others.

"FREDDIE IN THE SHADE"

CRITICAL-THINKING QUESTIONS

1. Answers will vary. Students may say the story's message is that change can be difficult, but there's no point in trying to avoid or deny it. Freddie is upset about the changes happening in his life and starts wearing sunglasses in an effort to hide from these changes, but the sunglasses can't shield him from change or make things go back to how they were. Amy sums this up when she says to Freddie, "Stuff changes all the time. How are sunglasses going to stop it?" Students might also offer that the story has the message that the best way to cope with change is to face it, so you can appreciate what might be positive about your new situation. This idea is expressed through the way Freddie finds happiness—making new friends and celebrating the birth of his baby sister—after he removes the sunglasses he was wearing in an attempt to wall himself off from the changes in his life.
2. Freddie sees his life as unstable and full of change: His dad just got married, the family just moved, and

Freddie is going to have a new sibling. Amy, however, sees Freddie's life as stable because he has two parents who live with him all the time.

3. Answers will vary. Students may say that until the end of the story, Freddie wasn't all that great a friend to Amy because he never asked her any questions about herself and he was too self-absorbed to think about why she might have told him more than once that he was lucky. Students are likely to say that Amy was a good friend to Freddie because she asked him questions about himself and was gentle but honest with him about her view of his life and his choice to wear sunglasses. Some students, however, might say that Amy should not have kept from Freddie that she'd be leaving at the end of the summer until right before she left—that she should have told him whether he asked her about it or not.

"FREDDIE IN THE SHADE" QUIZ

*Higher Level (HL)

1. A (key ideas and details, character; R.2, R.3)
2. C (key ideas and details, inference; R. 2, R.1)
3. A, D (text evidence; R.1)
4. C (inference, text structure; R.1, R.5)
5. B (key ideas and details, inference; R.2, R.1)
6. A, D (theme; R.2)
7. The author uses many sensory details to describe Freddie's first time in the bakery. Freddie notices the "tantalizing smell of cinnamon and buttercream" before he even sees the bakery. The author then describes a red-headed man in a blue apron with a pink box, painting a colorful scene of what the bakery looks like. Finally, Freddie goes inside and takes a bite of a chocolate éclair, which the author describes as "crisp, light-as-air choux pastry filled with creamy vanilla custard." All of these details are meant to help the reader picture the bakery and imagine that they are there. The details also help to support the idea that the bakery is a warm and inviting place where anyone would enjoy spending time. (author's craft, writing an explanatory text; R.4, W.2)
8. At the beginning of the story, Freddie is miserable about all the changes in his life. For years, he and his dad had been alone, and, Freddie says, "they'd done fine." Now Freddie has a stepmother and a sibling on the way, who is going to change his family dynamics



even more. On top of that Freddie has just moved to Minneapolis, where he knows no one. According to the story, “He had no interest in Minneapolis or in anyone who lived there.” Freddie starts wearing sunglasses all day, every day; he uses them to create a barrier between himself and the outside world. Gradually, though, Freddie begins to feel more comfortable with his surroundings. His job at the bakery provides him with a sense of routine and comfort, and more importantly, a friend named Amy. When she reveals that she is moving back to her mom’s for the school year, Freddie’s perception of change evolves. He realizes that there was nothing he could have done to prevent Amy from leaving, and he admires her as a person who deals with change and uncertainty on a regular basis. Freddie takes off his sunglasses, ready at last to deal with whatever changes life brings. By the end of the story, Freddie has accepted the changes in his life, perhaps even embraced them, as he and Amy build a snowman for his new baby sister. (character, key ideas and details, writing an explanatory text; R.3, R.2)

“FREDDIE IN THE SHADE” QUIZ

*Lower Level (LL)

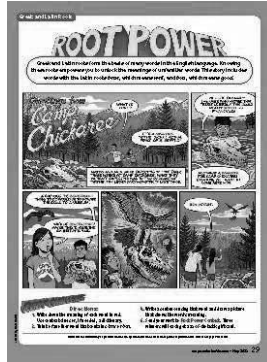
1. A (character, key ideas and details; R.3)
2. C (key ideas and details, inference; R. 2, R.1)
3. A, D (text evidence; R.1)
4. C (inference, text structure; R.1. R.5)
5. B (key ideas and details, inference; R.2, R.1)
6. A, D (theme; R.2)
7. The author uses many sensory details to describe Freddie’s first time in the bakery. Freddie notices the “tantalizing smell of cinnamon and buttercream” before he even sees the bakery. The author then describes a red-headed man in a blue apron with a pink box, painting a colorful scene of what the bakery looks like. Finally, Freddie goes inside and takes a bite of a chocolate éclair, which the author describes as “crisp, light-as-air choux pastry filled with creamy vanilla custard.” All of these details are meant to help the reader picture the bakery and imagine that they are there. The details also help to support the idea that the bakery is a warm and inviting place where anyone would enjoy spending time. (author’s craft, writing an explanatory text; R.4, W.2)

8. At first Freddie does not seem pleased about the idea of a new sibling. For years, he and his dad had been alone, and, Freddie says, “they’d done fine.” Freddie also says that he hides in his room to avoid his dad and Maggie, “who endeavored to include him in every preparation for the baby.” These details show that Freddie is not thrilled with the idea of a younger sibling. These feelings begin to change, however, when Amy talks about how loving babies can be and says, “And they love you. I mean, they really love you. You’re lucky.” After that moment, Freddie starts to think about the idea of a younger sibling differently. At the end of the story, you can tell that Freddie has warm feelings toward his baby sister because he is making a snowman for her. (character, key ideas and details, writing an explanatory text; R.3, R.2)

CORE SKILLS WORKOUT: INFERENCE

1. Freddie thinks his sunglasses can protect him from anything else that might disrupt his life and provide a barrier between himself and the events in his life that he is unhappy about; He hides behind them.
2. Freddie is a thoughtful, polite, and helpful person.
3. Mr. Fieldstone sees Freddie helping his customer, first by opening the door of the bakery, then by opening the door to her car. Mr. Fieldstone is clearly impressed by Freddie’s thoughtfulness. He thinks Freddie would be a good person for the part-time job he has advertised. Freddie accepts the job at the bakery as a way of avoiding his dad and his stepmom, Maggie, who have been trying to involve Freddie in preparations for the baby they are expecting. Freddie says he has been spending all of his time in his room to avoid his dad and Maggie; the job will give him an even better way of avoiding them.
4. You can infer from the fact that Freddie “mutters,” “Yeah, I’m lucky” that he is being sarcastic. He doesn’t actually think he’s lucky. He thinks he’s unlucky because there are too many changes in his life that he can’t control. The new baby is yet another change that he is not happy about.

“Root Power”



ANSWERS TO ACTIVITIES AND PROMPTS IN THE MAGAZINE

ROOT CHALLENGE

Answers will vary. Sample responses:

1. **bona fide:** genuine or authentic; not a counterfeit
benefit: as a verb: to be useful or profitable to; as a noun: something that produces good or helpful results
bonanza: an extravaganza or a situation or event that creates a sudden increase in wealth, good fortune, or profits
benevolent: kind, helpful, or generous
benefactor: someone who provides help, especially a gift or donation, to a person, cause, or organization
bon voyage: an expression of good wishes when someone leaves for a trip or journey; “good-bye” or “have a pleasant trip”
2. Answers will vary. Words might include: *beneficial, beneficiary, benevolence, bonus, pro bono*
3. Sentences and drawings will vary.

ANSWERS TO ACTIVITY SHEET

ROOT POWER

Answers will vary. Sample responses:

Page 1:

- **bona fide:** genuine or authentic; not a counterfeit
- **benefit:** as a verb: to be useful or profitable to; as a noun: something that produces good or helpful results
- **bonanza:** an extravaganza or a situation or event that creates a sudden increase in wealth, good fortune, or profits
- **benevolent:** kind, helpful, or generous
- **benefactor:** someone who provides help, especially a gift or donation, to a person, cause, or organization
- **bon voyage:** an expression of good wishes when someone leaves for a trip or journey; “good-bye” or “have a pleasant trip”

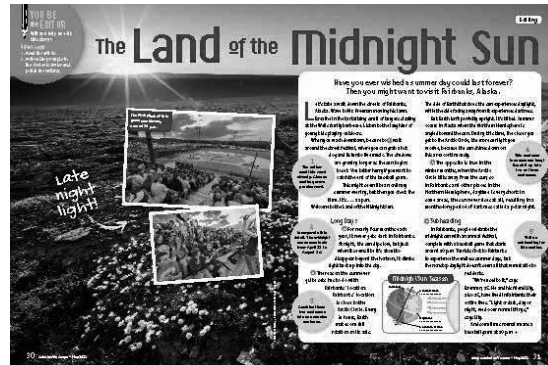
Page 2:

1. Answers will vary. Sample answer: You will reduce your chance of getting cavities.
2. Answers will vary.
3. Answers will vary.
4. A
5. A
6. B

Page 3:

Answers will vary

"The Land of the Midnight Sun"



ANSWERS TO ACTIVITY SHEETS

USING PRECISE WORDS

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

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

COMPOUND SENTENCES

1. The restaurant serves great cheeseburgers, but its pizza isn't very good.
2. Answers will vary. Sample response: Katie hates getting up early, but she'll do it for soccer practice.

COMPLEX SENTENCES

Answers will vary. Sample responses:

1. Before I took Mazy for a walk, I cleaned my room.

2. We're not going to the beach tomorrow if the weather doesn't clear up.

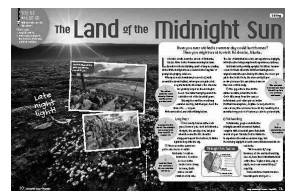
RUN-ON AND RAMBLER REPAIR

Answers will vary slightly. Sample responses:

1. I would love to have a cat or a dog, but I'm allergic to their fur.
2. I go to sleep very late on Saturday nights; consequently, I am always really tired on Sundays.
3. Ali and Phoebe are twins, yet they are nothing alike.
4. Carlos reeled in a huge fish, but he threw it back in the water.
5. The creatures arrived in a spaceship from a distant galaxy. They came in peace.
6. Jackson is running for class president. He has a lot of great ideas on how to improve our school.
7. Phil ate the leftover pizza; in addition, he had some chips and salsa.
8. Tomorrow, Hannah is getting new glasses. She accidentally stepped on her old ones.

Answers will vary, but should be similar to:

Yesterday was my school play, Peter Pan. I was Peter Pan, so I had a really big part. I did a great job and I got a standing ovation at the end of the play. Almost my whole family was there, including my cousins, but my grandma and grandpa weren't



there. They live very far away and it would have been really hard for them to get there. Fortunately, the play was recorded, so I'm going to send a video to my grandparents. That way, they can see my magnificent performance.

USING COLONS AND SEMICOLONS

Check for Understanding

1. This sentence uses a colon to add emphasis to what comes after it.
2. This sentence uses a semicolon to join two closely related sentences.
3. This sentence uses a colon to introduce a list.
4. This sentence uses a colon to introduce a quote after an independent clause.
5. This sentence uses a colon to introduce a list and uses a semicolon to separate units in a list when the units contain commas.

Let's Practice

1. I order the Go-Go Bananas at Smoothie Universe; my brother prefers the Chocolate Bomb.

Answers will vary for questions 2-5. Sample answers:

2. There are a few reasons winter is my least favorite season: cold weather, dead plants, and short days.
3. I used to ride the bus to school everyday; now I carpool with my neighbors.
4. It's like my grandma always said: "If you can't say anything nice, don't say anything at all."
5. I'd like to request books about Louis Armstrong, trumpeter and vocalist; Duke Ellington, pianist; and Billie Holiday, vocalist.